The Education Digest

50 CENTS A COPY, $4 A YEAR - PUBLISHED AT ANN ARBOR, MICHIGAN

CONTENTS

The Big City Superintendent	The School Executive	1
Whose Fundamentals?	Phi Delta Kappan	5
Does Class Discussion Improve Understanding?	The School Review	8
Tell Students Their Intelligence Ratings	School and Society	10
Oh! An English Teacher?	Elementary English	12
Teacher Rating	Nation's Schools	15
Trends in High-School Subject Enrolments	School Life	18
An Experiment in Noon-Time Recreation	Journal for AAHPER	20
An Illinois Town Educates Migrant Children—and Itself	Christian Science Monitor	22
What To Do About Teaching Load	NASSP Bulletin	25
Social Acceptability in the Classroom	Minnesota Journal of Education	29
Now It's Marriage in the High School	Oregon Education Journal	32
Problems of a Beginning Core Teacher	Educational Leadership	34
What If They Don't Know Grammar?	English Journal	37
The Obligation of Professional Education	School and Society	39
Use Local Dictation Material	Business Education World	42
Directing the Class Play	School and Community	44
Revenue Procurement in Catholic Schools	Catholic Educational Review	46
The School Survey and Its Social Implications	Educational Research Bulletin	48
Readiness for Subject-Matter Learning	NEA Journal	52
With Education in Washington		54
Educational News		57
New Educational Materials		62

Volume XVII December 1951 Number 4

The Education Digest Staff

Lawrence W. Prakken, Editor and Publisher
Frank Harmon, Associate Editor
Marguerite D. Turner, Assistant Editor
Warren R. Good, Associate Editor
Ruth L. Striffler, Circulation Manager
T. Todd Jones, Advertising Manager

Editorial Advisory Board

Lyle W. Ashby, Assistant Secretary for Professional Relations, National Education Association, Washington, D.C.
Samuel M. Brownell, Professor of Educational Administration, Yale University, and President, State Teachers College, New Haven, Conn.
Clyde A. Erwin, North Carolina State Superintendent of Public Instruction, Raleigh
C. C. Goldring, Superintendent of Schools, Toronto, Ontario, Canada
Raymond W. Gregory, Assistant Commissioner for Vocational Education, U. S. Office of Education, Washington, D.C.
Morris Meister, Principal, High School of Science, Bronx, New York City
Ernest O. Melby, Dean, School of Education, New York University, New York City
Kenneth E. Oberholtzer, Superintendent of Schools, Denver, Colorado
Willard C. Olson, Director of Research in Child Development, University of Michigan, Ann Arbor
Paul A. Rehmus, Superintendent of Schools, Portland, Oregon
Ruth Strang, Professor of Education, Teachers College, Columbia University, New York City
C. C. Trillingham, Superintendent of Schools, Los Angeles County, California
Ralph W. Tyler, Dean, Division of the Social Sciences, University of Chicago, Chicago, Illinois
Benjamin C. Willis, Superintendent of Schools, Buffalo, N. Y.
Paul A. Witty, Professor of Education, Northwestern University, Evanston, Illinois

Subscription price, $4.00 a year; 2 years, $7.00; 3 years, $10.00 (Foreign, $4.50 a year); single copies, 50c. Published monthly, September through May. Address The Education Digest, 330 South State St., Ann Arbor, Michigan.

MEMBER

Entered as second-class matter November 4, 1935, at the post office at Ann Arbor, Michigan, under the Act of March 3, 1879. Printed in the United States of America. The annual index is included in the May issue. The contents of The Education Digest are listed in the *Education Index*. Advertising Sales Offices: Eastern—MacIntyre-Simpson & Woods, 101 Park Avenue, New York 17, N.Y. Lexington 2-8998. Mid-West—Prakken Publications, 53 West Jackson Blvd., Suite 447, Chicago, Ill.

THE EDUCATION DIGEST

Copyright 1951 by Lawrence W. Prakken

Volume XVII DECEMBER, 1951 Number 4

Mortality Rate—Bad

The Big City Superintendent

HAROLD E. MOORE

In The School Executive

NEARLY 20 percent of all the children in the United States of public elementary- and secondary-school age reside in the 48 cities of over 200,000 population. Thus, they are dependent for their educational opportunity on the leadership and security in their positions of 48 superintendents of schools.

For such a large number of children to depend on the hazards faced by a relatively small number of educational administrators creates a crisis in both democracy and education: in democracy because many of our most pressing economic and social problems are present in the metropolitan areas, and in education because by their very nature educational programs require considerable time for planning and execution.

Dr. Henry H. Hill, President of the George Peabody College for Teachers, in a study of this problem found that of 46 superintendents serving in cities of 200,000 population and over in 1942, only eight were still in their positions in 1948. This writer, a superintendent of schools in one of these large cities in 1948, has examined what has happened to the same group in the past two years. The same problem that Dr. Hill discovered is apparent even at an accelerated rate. Of 46 superintendents who were serving in cities of more than 200,000 in 1948, only 36 were still in their jobs in the fall of 1950. Thus 10 cities, some of which had made changes in their educational leadership during the period Dr. Hill studied, had again made changes in the next two years. It is true that retirement, death, dismissal, resignation, and promotion all played a part in the rapidly changing leadership in these cities, but it is obvious that approximately five million children, or about 20 percent of those in the United States, cannot have a very promising educational future with such a turnover of leadership.

A few of the great cities where changes took place in 1950 and

Harold E. Moore is Director of Educational Research and Professor of Education at the University of Denver, Denver, Colorado. Reported from The School Executive, *LXXI (November, 1951), 43–45.*

where the tenure of superintendents has been so short as to handicap greatly the educational programs are Kansas City (Missouri), Oklahoma City, Minneapolis, Pasadena, Indianapolis, and New Orleans. Surely, forces and issues of an unusual nature must be involved in cases like these, since in all of these cases the superintendents left their positions before the expiration of their contracts and for the most part went to educational positions outside of the superintendency.

Thus, if educational administrators are harassed in their positions, and if their tenure is not such as to permit wise planning and execution of educational programs, the very heart of democracy is threatened. It is in the complicated metropolitan populations that the fruits of limited educational programs or the threats of un-Americanism strike home the quickest. Unfortunately, combinations of the two create a most serious threat to the welfare of our nation.

It is around the relationship of the superintendent, as the executive, to the lay boards who employ him that many hazards of the superintendency develop. The most serious problems in most cities arise from having a professional person responsible to a lay group which is constantly changing and which frequently, whether appointed or elected, has in it the various community pressures and factions. The administrator is frequently put in an extremely difficult position because each board member is trying to accomplish his particular end, which may not always be the *total* welfare of the schools. It becomes the problem of the administrator to oppose the board member if, in his opinion, the board member's position places the school program in jeopardy. Yet, that board member's vote may be the deciding one affecting the superintendent's reemployment, or it may tie up some important phase of the educational program.

Sometimes the superintendent is made the whipping boy of conflicting board currents. Pressures lead to personal breaks; to lack of cooperation, and to public misunderstanding and lack of confidence. Under circumstances where the lay board has a problem in agreeing, the superintendent carries on his administrative responsibility with great difficulty and sacrifice of efficiency.

The provision of physical facilities for the rapidly growing population is a serious problem confronting the educational administrator. Many boards are failing to anticipate this problem. Then when it strikes, and the public strikes back at the board, many a school superintendent, although he may have brought the problem to the attention of the board, will feel the axe.

Another issue besetting school administrators is the increase in school costs. When the public and boards of education look for means of limiting further taxation they may attempt to find them in school budget limitations. Then when the school administrator makes a public

issue of conditions in the interest of the school children he usually becomes a target of criticism. To eliminate the threat of an aroused public under the leadership of an energetic superintendent demanding a better level of school expenditures, there are certain groups who will attempt to bring about the superintendent's removal. This harassment sometimes causes the superintendent to conclude that it really is not worth the battle and to decide to take a less vulnerable educational position.

The problem of school personnel is ever present, and is particularly acute in the elementary schools. The superintendent, desiring to staff his school adequately, must push for better salaries, protective tenure, adequate retirement provisions, and working conditions that will attract and hold a staff. Frequently he is opposed by public groups, such as taxpayers' organizations. With these pressures facing him he cannot move as fast as the teachers would like him to, and thus he is caught between the two forces. He is frequently unable to satisfy either, and if his board is sensitive to the pressures of each group, he may find himself in a very uncomfortable position.

The organization of teachers' unions results in another serious problem for the superintendent. These labor-affiliated groups are generally in the minority, because most of the educational staff regard themselves as members of a profession rather than a craft or labor group. But the relationship of the minority of labor-affiliated teachers to central labor bodies in the cities gives them pressure proportions out of keeping with their size. And because boards frequently have labor representatives (although board members are supposed to represent all the people), lines go directly to the school board, bypassing the superintendent and handicapping his administration. Around such issues cleavages develop, leaving the superintendent in the middle of the resulting chaos.

The growth of private and parochial schools is increasingly becoming a problem to the public-school administrator. This is not due to any outright clash between the public schools and these institutions, but results because the public-school administrator, who must represent the cause of public education, comes into conflict with the interests supporting the nonpublic program. If he represents the public interest vigorously, he alienates those who support private and parochial schools; if he fails to represent the interest of public education strongly, he loses the backing of those who are in complete support of public education in its relation to democracy. When school operating levies and bond issues must be voted, this becomes an especially acute problem.

Although often intangible as they relate to education, there is little doubt that subversive forces realize that the schools present an opportunity for them. Here, again, the administrator faces serious problems,

because their attack may develop in opposing adequate school financing and other constructive programs. They offer aid and comfort to unsuspecting board members who are looking for opportunities to limit the educational program.

The purpose of pointing out some of the issues that make good school administration next to impossible is not to win a smooth, protected existence for school administrators, with tenure regardless of competence. Rather, it is to demonstrate that conditions in many communities are preventing the public schools from operating at a level of administration that assures the children maximum educational opportunity and the taxpayers a proper return on their investment.

As long as the administrator has to engage in a constant rear-guard action while trying to move forward, the progress of education will be limited.

School administrators are professional people, with years of experience in practical educational situations. When lay board members, who are perhaps authorities in their own field, but are totally inexperienced in public-education management, negate this professional leadership, they are educating the children and spending the taxpayers' money inefficiently.

The conflict between lay and professional opinion has been especially manifest since the war. It has resulted in the subordination of educational issues to financial ones because board members, guided by their own business experiences, choose this emphasis. Only when board members are willing to study educational problems and give time to their responsibility is there any likelihood of a different approach.

As in any other type of representative democratic government, the improvement of the composition of school boards is most fundamental to progress. Complete information to the public about problems or unsatisfactory conditions is also highly important. If the schools belong to the people, they belong to all of the people, and not to any highly organized group, no matter how vociferous it may be. It must also be kept in mind that a few uninformed people who happen to be temporarily in power may wreck the work which it has taken years to build.

One hopeful sign is the developing citizen interest, evidenced particularly by the work of the National Citizens Commission for the Public Schools and an ever increasing number of local citizens committees. Provided they have good leadership and are representative, these committees can frequently prevent the chaos that grows out of the conditions and circumstances that have been described. Citizens committees are very often in a better position to interpret facts that will offset unjustified criticism than are boards and administrators. To do this they must operate on a continuous rather than an emergency basis, and be constantly aware of the forces that undermine education and harass the educational administrator. •

"Time Changes All Things"

Whose Fundamentals?

HAROLD BENJAMIN

In The Phi Delta Kappan

"THE schools should teach the fundamentals!" Whose fundamentals?

The Persian boy, according to Herodotus, was required to master three fundamentals. He had to learn to ride, to shoot, and to speak the truth. The Persian fundamentals were for men who had horses to ride, bows to bend, and true words to speak. It must have been obvious to all save the most reactionary that two of these fundamentals were ephemeral and that a different weapon or means of transportation could at any time require drastic curriculum revision.

The professional horse-raisers and bow-makers of ancient Persia probably never accepted this view. The king's treasurers and tax collectors, the landed lords, and most men of material substance were undoubtedly among those opposed to new fundamentals. The old fundamentals could be taught without maintaining schools. Why put an extra burden on the taxpayers to teach nonessential folderol? It was obvious to these critics, moreover, that the old and tried fundamentals were not being well taught. Horsemanship, bowmanship, and truth-telling were all deteriorating. One can hear across 23 centuries the plaintive cry, "They can't even learn to tie a cinch strap or notch an arrow correctly nowadays, and as for giving a plain statement of unvarnished fact, that is apparently a lost art. What are the boys coming to? Let's get back to the fundamentals!"

Harold Benjamin is Professor of Education at the George Peabody College for Teachers, Nashville, Tennessee. Reported from The Phi Delta Kappan, *XXXIII (October, 1951), 87–89.*

Herodotus does not tell us whether any suggestion was ever made that to invision boys of the future without horses and bows was to be un-Persian to the core, but it is likely that this ancient accusation was already old in 400 B.C. Certainly, since that date, anyone suggesting changes in the fundamental branches of education has been immediately vulnerable to the three basic charges of ignorance, extravagance, and subversion.

For the past 200 years the world has been busily discarding old means of communication and transportation and old tools and weapons. The development of industrial machinery, the utilization of fossil fuels, the extension of first the printed and then the spoken word over wide areas at accelerating speeds, and finally the basic discovery of a means of releasing

atomic energy have set the stage for the greatest changing of educational fundamentals the world has yet known. How well have these changes been made?

LAWYERS NOT DOCTORS

So far they have been made poorly. Undeveloped countries are still struggling to teach the barest elements of reading and writing, often in two or more obscure and difficult languages, to people who will seldom have even a newspaper to read, who are doomed to death by starvation or disease at an early age from controllable causes practically unmentioned in their fundamental schooling, and who could be taught better agriculture, sanitation, and other conservation of human and material resources by radio and motion pictures within at least half the time and with at least twice the effect now obtained by customary illiteracy-eradicating campaigns. Nations with untouched hydroelectric potentials roaring down their mountainsides, with millions of fertile acres uncultivated, with mineral and forest resources undeveloped, and with disease-ridden and undernourished children dying in droves may be found educating ten doctors of laws for each doctor of medicine or trained engineer in the country.

It is not a matter of which "fundamentals" to teach. It is not a matter of law or medicine, of poetry or the development of natural resources, or of philosophy or irrigation systems. It is the total problem of how people are living, what changes they need in their lives, whether they want those changes, and what instruments can be found or made to produce the changes. These are the stuff of which fundamentals are made. These are the bases from which the three *C*'s of communication-transportation skills and instruments, craft and combat tools and weapons, and character-personality traits are derived.

A basic principle of comparative education is here suggested. An educational system whose fundamentals are taught and defended primarily for their own sake is a backward system. It teaches riding without horses, shooting without bows, and truth-telling without reference to the main truths of its time. It reaches the nadir of insight when it argues for its fundamentals because they are good in themselves.

THE PROPER FUNDAMENTALS

What, then, are proper educational fundamentals in these United States. They are three in number, as always.

First, the total pattern of modern communication and transportation enterprises must be examined to determine the fundamentals of education at every level of maturity and skill from the nursery to the graduate school. Throughout the current system of schooling in the United States is the recurrent emphasis on communication skills for their own sakes. This is what produces in great profusion curricular anomalies and lags. If one-half the energy now expended over the Eng-

lish-speaking world to retain the idiotic *ie* and *ei* problem in spelling, for example, were devoted to devising and teaching some rational modern symbols for vowel sounds, one could observe the first truly realistic instruction in this fundamental since the formation of language. If one-tenth of the energy now spent throughout the world teaching hundreds of other native languages were given to developing and teaching a single world language for all communication between groups with different mother tongues, the communication achievement would be so profound as to put the release of atomic energy in a secondary rank among the discoveries of the last 1000 years.

Second, the tool-instrument-weapon techniques demanded by the shifting, swelling tides of new opportunities and dangers following the development of new sources of physical and social power must be studied and analyzed for the determination of fundamental schooling on every level. There are no sacred skills of computation and reasoning. There is no tool of craft or combat that must be acquired for its own sake. Every device and technique of the current world or of the desired world which education must envision is good for the learner and his society or else good for nothing.

In the third fundamental, character-personality traits, the schools of the United States, as those of other countries, have neglected most seriously the necessary examination of the social pattern, real and ideal, for which character and personality need to be developed. In a welter of superstition and priestcraft, talking vaguely but heatedly about teaching morals, and then coming out with such puerilities as attempts to inculcate a reverence for God through catechisms, a veneration for country through flag salutes, and love for fellow man through competitive drills, the formal educational system has staggered and blundered along this road almost as much as have the home, the church, and the community. The main difficulty to overcome here as elsewhere is to establish the ownership of this fundamental by the learner. It is the student's moral standard that is to be developed for his society and not that of a church for a society of the Middle Ages. It is the student's honesty, truthfulness, generosity, and honor which are to be taught and learned in the student's actions, and not those of his parents, or the members of the union, or the civic club. The third **C** must be acquired in broad, intensive practice in the society for which it is designed. The program of activities in a modern elementary or secondary school, against which proponents of the old virtues are most wont to inveigh, is precisely the most important and often the only real teaching of this fundamental in modern education.

Atomic fission may be followed by atomic fusion, but the fundamentals of education will still belong to the learner. •

Should the Teacher Do the Talking?

Does Class Discussion Improve Understanding?

EDGAR S. FARLEY and HARVEY OVERTON

In The School Review

WHEN teachers and pupils take steps to improve classroom discussion, is there an increase in understanding of the problems discussed? In our teaching of English and the social studies, we had assumed that students learned to understand a problem as a result of adequate discussion of it. We decided that this need not be assumed but could be formulated as a hypothesis and tested. Our hypothesis, containing a statement of the action we planned to take, as well as the anticipated consequences of this "action research," was: "Actions taken to improve the ability of boys and girls to engage in discussions will result in a more penetrating understanding of the problems being discussed."

The groups for which we chose to test this hypothesis were two fused-studies classes at the 11th-grade level. This fusion of United States history and junior English had some advantages over traditional courses for the kind of inquiry we were to conduct. Improvement of discussion techniques and the understanding of problems were skills that students could identify as important to both history and English. Furthermore, the two-hour session, a result of the fusion, afforded us enough time to complete a unit of the experiment at one meeting of the class.

Edgar S. Farley is Principal of the W. K. Kellogg Junior High School and Harvey Overton is a member of the faculty of the Battle Creek Public High School, Battle Creek, Michigan. Reported from The School Review, *LIX (October, 1951), 403–9.*

First of all we took three steps to improve the discussion skills of the students involved in the study. We asked each class participating to identify criterions for effective discussion. We prepared a summary of their thinking, had it mimeographed, and used it as a guide during classroom discussions. Then we developed a diagram to indicate the methods by which a problem may be approached and used this also as a guide during our daily discussion. The final attempt to improve the discussion procedures involved the use of a "Check List for Selfappraisal" by means of which students could evaluate their own participation throughout the semester. By taking these three steps, we hoped that we and our students would grow in ability to discuss a problem.

In order to learn whether our at-

tempts to improve discussion resulted in better understanding of the problem being discussed, we conducted "measured" discussions at intervals during the semester. In each case the class was presented with a brief article dealing with a current problem. Next a problem-analysis form was completed by the students as a measure of their understanding of the problem. The completion of this problem-analysis form was followed by a 35-minute discussion which was recorded on tape and by typescript for later analysis. Immediately after the discussion the problem-analysis form was completed for the second time.

At the conclusion of the experimental period, we had available for analysis the following data: (1) the gain or regression of each student for each discussion, based on the first and second trials of the problem-analysis form, and (2) the typescripts of the recording of each discussion by each of the two classes.

An analysis of the data showed that each experimental group made a definite gain in understanding problems following the discussions. More than that, in each group, the average gain in penetration of understanding increased in each successive discussion, presumably as a result of increased ability in discussion procedures.

Both of us were somewhat shocked when the typescript of the first session revealed so large a percent of teacher contributions in the discussion. However, as can be seen in the table, the percent of contributions by the teachers decreased as the experiment progressed. Apparently, learning about what we were doing changed us. The data indicate that, as the number of lines of teacher contribution decreased in each successive experimental discussion, the average pupil gain in problem understanding increased. How much of this increase in gain was due to the decrease in teacher participation cannot be inferred from the data. Both of us, however, felt that it was an important factor in the increase.

PERCENT OF CONTRIBUTION TO DISCUSSION BY TEACHERS AND STUDENTS' GAIN IN PENETRATION OF UNDERSTANDING

Teacher	Percent of Contribution by Teacher	Average Gain in Student Understanding
Teacher A:		
First Discussion	45	1.04
Second Discussion	39	4.58
Third Discussion	27	6.96
Teacher B.		
First Discussion	36	3.05
Second Discussion	19	5.09
Third Discussion	16	8.62

Despite a number of limitations, we feel that the experiment was well designed for getting evidence to help in the improvement of our classroom procedures. By using similar techniques, any teacher in any classroom can examine his assumptions, thus escaping from the reign of guesswork and tradition which has hampered the development of better techniques of teaching. •

"Essential for Growth"

Tell Students Their Intelligence Ratings

HAROLD H. PUNKE

In School and Society

THE anxiety of many teachers and counselors about telling youth their ratings on intelligence tests is part of a general misunderstanding of the nature of intelligence and of test results. Until recently, differences in intelligence have been explained largely on fatalistic grounds —over which the individual had no control. Such attitudes are widespread today—among people generally, and among high-school and college teachers and administrators. Important too, is the assumption that educators, counselors, and related groups know the various ramifications and adjustments in life that might lie ahead for youth who show different levels of test achievement —the advisors should "exercise their superior judgment" and "protect the weaker personality" from knowing what fate has in store for him.

In a society which affords political anchorage for the idea that "all men are created equal" and should be "equal before the law," most parents will resent being classified as innately inferior. From the social standpoint those whom tests label as superior may be as obnoxious as those labeled inferior.

The withholding of test information *from* youth and the use of it *by educators for youth* assumes that educators have a monopoly on insights regarding what is good and desirable *for others.* This practice is contrary to democratic philosophy. Give the people the facts, with techniques for analyzing facts, and most people will arrive at interpretations and conclusions which are in their own interests.

Harold H. Punke is Professor of Education at Alabama Polytechnic Institute, Auburn. Reported from School and Society, *LXXIII (June 30, 1951), 407–09.*

It is here maintained that knowledge of test results by a youth and his parents is essential for the youth's growth and development. Since schools exist to help in the development of children and youth, schools should provide experiences which guide and stimulate development along socially acceptable lines. Important for youth in a democratic society is development which enables them to carry responsibility and to make their own decisions in all areas of life. Test results should be used to help youth get a more objective picture of their interests, potentialities, and limitations, and to plan their futures accordingly. If educators withhold test results, they withhold important information which youth should take into account in arriving at judgments affecting their futures.

One of the best ways to make sure that a youth will remain immature is to continue to treat him as being immature and to prevent him from having experience that would help mature him. Learning about oneself, and analyzing data which help one to evaluate oneself, should constitute some of the most valuable experience one could have for developing independence and selfrespect. If teachers or other advisors feel hesitant concerning their cappacity to work with or help youth in this regard, they should remove that hesitance through improving their own competence.

Reorientation should not be expected until educators in general know enough about sociology and anthropology, and about research work concerning environmental influence on intelligence, to realize the extent to which intelligence is a developmental product. But, when reoriented themselves, they should lead in correcting misconceptions.

A democratic society aims to develop the individual into a resourceful citizen who can think independently and who can work in cooperation with others for the common good—as that good is determined by free and voluntary decision. The only practice regarding test results which is in accord with this social philosophy is to tell youth what the results are, to give them any related information about themselves that can be secured, and then to work with them (not *for* them) in outlining a program for future growth and development in the social order that really exists. To assume that adults can keep youth immature through various special prohibitions and protections, and then suddenly call on youth to render mature service in the military or some other field when society needs them, is contrary to the basic philosophy of opportunity and responsibility in a democratic society. It is also contrary to the psychology of individual development and maturity.

The best *method* for acquainting youth in a particular community, or their parents, with the results of intelligence and similar tests will depend on prevailing attitudes and the level of understanding relative to the nature of intelligence and testing practices. Many high schools and colleges now make test data available to students and work with students in developing plans for future growth—as herein suggested. However the number of educational institutions which do not follow any such practice seems much greater. These latter institutions need a revised policy. •

ENGLISH has become the world's leading language, spoken by 260 million persons. Hindustani ranks next, with 160 million followers; then Russian with 145 million, and Spanish, 115 million. The 400 million Chinese speak nine major dialects.—National Geographic Society report.

Social Artists?

Oh! An English Teacher?

HELEN RAND MILLER

In Elementary English

OH! you are an English teacher? I'll be afraid to open my mouth. Johnny, Miss Spike is an English teacher; you'd better be careful how you talk while she is here."

This common attitude toward us cannot be brushed off as a joke. We are just the kind of people we don't want to be, and we destroy what we have dedicated our lives to promote. Really we should be the very people everyone would like to see. We should be artists of sociability, creating an atmosphere in which the best conversation and other social arts flourish. In our presence others would talk with ease and pleasure; they would see the best in each other. Everyone would speak better than he knew he could, and when he said goodbye, he would lift his shoulders and say to himself, "I guess I'm an interesting person." That would be our triumph.

Why are we the kind of people we don't want to be? Why do we do the opposite of what we want to do? The contradiction in our lives and work has worried us all. If we can spot the cause of the contradiction, we can begin to apply positive remedies.

If we can see where we are on the roadmap of history, we can look at ourselves in perspective. America has grown rapidly but unevenly. Industrially we have been at a great advantage because we started out fresh in a new country free from the impediments of feudalism that cramped Europe. We knew that in a democracy it is to the advantage of all to have all the children well educated. So we built fine schools—the best buildings in towns all over the country. But in our speed we neglected to do our own thinking. We let some old teachers, educated in the old world, say, "This is the way to act in a schoolroom." So we let them establish an imported feudal system inside our schools. It doesn't fit. That explains why we are misfits outside our schools; we can't be feudal masters all day and acceptable members of a democracy in the evening. We'll have to change conditions to improve ourselves.

We not only dehumanize ourselves but we train children to live in a feudal system of society instead of a democracy. Year after year we keep them in rows of seats screwed to the floor. They can speak and move only with our permission. A good boy is a quiet boy. We make

Helen Rand Miller is a teacher of English, Evanston Township High School and Community College, Evanston, Illinois. Reported from Elementary English, *XXVIII (October, 1951), 322–25.*

the rules; we give the pupils rules in books to follow. We are feudal masters of suppression. Like feudal masters we rule by fear, fear of punishment for breaking laws. We use the medieval Right and Wrong pattern. We mark mistakes on pupils' papers and say we are correcting them.

NO FEUDAL PATTERN

If this diagnosis is right we know what to do. We must make democracy work in every part of our life. There is a democratic way of thinking that we must learn and a democratic way of talking with people on the basis of equality and mutual respect. What has been said here applies to our whole educational system. Now let us see a few ways in which English teachers can get rid of the feudal pattern and apply the pattern of democracy.

It is true that students make mistakes. How can we teach them not to make mistakes? Not by fear, the psychologists tell us. Fear of making a mistake may be the cause of making that very mistake. Fear of making mistakes lessens a person's confidence and also his ability. Fear is negative, destructive.

How can we teach children to express their ideas accurately? That is a challenge for pioneers. We haven't begun to find the way yet, but we can.

What we know is that we must shift from negative to positive. We have made lists of spelling demons. (The medieval devil pattern.) We can have children make lists of words they will need to know how to spell. (The democratic way of learning for life use.) A high-school sophomore misspelled *losing*. He said, "I always get that wrong." (The medieval self accepting defeat.) The teacher asked him to write *lost* on the board. He could do that. (The pattern of building up from a sure foundation.) Then she asked him to write *lose* and *losing* and to notice that all three words were alike in that each had only one *o*. She asked him whether thinking of the three words together would help him to remember how to spell *losing*, or whether he could think of a better way. She asked the class if anyone could suggest another way. (Not the medieval know-it-all law-giver method but the problem-solving method of democracy.) The next day she said to him, "Good morning. How do you spell *losing*?" Several times later she asked him the same question. (Not the feudal pattern of wrong but the democratic way of concentrating on useful learning until it is ready for use.)

THE BOY INVENTOR

One teacher wrote on a boy's paper, "You have invented a word. I wonder how long it will take it to get into the dictionary." After class when he joined a group in the hall she heard him say, "I invented a word! Gee!" Of course he had the democratic right to invent a word! To have written on his paper, "No such word. See dictionary," would have been in the medieval pattern

of bowing backward to an authority in the past instead of creating new life for a new world.

We have trained children to listen for mistakes and report them. Let's never do that again. They can hunt in books and everywhere else for the best combinations of simple words, the best ways of asking and answering questions in a grocery store, on the street, and anywhere else. They can look for the best ways of handling all kinds of social situations. Such exercises will help them to use language effectively and be the kind of social people they want to be.

A high-school junior was doing poor work in all his classes. His written work was miserable. One day the teacher said to him, "Have you noticed that everyone listens when you talk? You have a rare and valuable social ability to encourage other people to talk. If you could learn to write as well as you talk, you might be a real writer." (The democratic pattern of respect for the individual, or seeing the best and building on it.)

The boy said, "No, I am a poor student. I always have been." (The attitude, again, of a feudal serf.)

The teacher said, "Let's try an experiment." (In the medieval pattern there was no experimenting, hence little progress; all was established and set.) You try to write just the way you talk. Don't bother to copy your first draft. Don't even think about sentence structure or spelling. I won't mark the mistakes on your papers because I think it has discouraged you to see the red marks. I will keep track of your work, and when I put a grade on your report card, it may not be high, but you and I will understand why I have not been marking mistakes."

A few months later he came in to see the teacher and said, "I just don't know it's me in this class. I feel like I'm as good as any of the others."

The teacher said, "Now all you need to do is to learn to spell and write sentences."

"Gosh, is that all?" he said. "I can do that." (He was free from the vague feudal fear that everything was wrong with him or of something he couldn't understand or face.)

"Yes," said the teacher, "but it will be hard. You have felt defeated learning in the old way, and so you'll have to think of a new way that you can teach yourself. You are smart enough to do it if you really put your mind on it." (Democratic selfreliance and selfrespect pattern.)

For 10 years teachers had failed this boy. They said they failed him, meaning that it was because of his stupidity. It was they who failed and he who suffered. He went on to college and in his junior and senior years made all *A*'s and *B*'s. •

NOON is the favorite hour for teachers' meetings among both elementary and high schools, says the NEA.

A Working Plan

Teacher Rating Is the Responsibility of the Entire Profession

PAUL J. MISNER

In The Nation's Schools

IN a pamphlet entitled *Better Than Rating* there appeared recently the conclusions of the Commission on Teacher Evaluation of the Association for Supervision and Curriculum Development. Unfortunately, it is quite impossible to deal constructively with the commission's findings because they fail almost completely to come to grips with the essential realities of the problem of teacher evaluation. Rating done exclusively by administrators and supervisors is a red herring employed by the commission to confuse the issue and to discourage creative thinking and experimentation.

In spite of the limitations of this commission report, it should have value in focusing attention on one of the most difficult and perplexing problems with which educational leadership is presently confronted. The issue involves much more, however, than the decision simply to rate or not to rate.

Teachers are being evaluated continuously whether or not any planned provision is made for evaluation. Students pass favorable and unfavorable judgments on their teachers. Community adults recognize superior teaching, and parents insistently request the services of some teachers rather than of others.

Paul J. Misner is Superintendent of Schools at Glencoe, Illinois. *Reported from* The Nation's Schools, *XLVIII (August, 1951), 23–24.*

In any school system evaluation of teachers by their own colleagues is inevitable.

There is widespread agreement that standards of teacher selection and professional preparation are quite inadequate to provide a sufficient number of well-trained, competent teachers for the schools of the nation. Under these conditions it is inevitable that some teachers will be employed who will prove to be relatively incompetent and quite incapable of significant growth. Others, many times through no fault of their own, may become incompetent and wholly unfit for the guidance of children and youth.

It is quite unthinkable that any school system can long ignore obvious and proven incompetence. To do so would be to pervert the purpose of the school, which exists to serve children and youth rather than to provide jobs and security for teachers. In practice no reputable school system does ignore incompetence. Some of the individuals who protest most strongly against the evils of teacher rating are forced oc-

casionally to engage in dismissal practices that make their protestations sound a bit futile and inconsistent.

JUSTIFYING GOOD SALARIES

The development of salary schedule policies is inextricably related to the problem of evaluation. As long as teachers' salaries remain indefensibly low there is little need or justification for evaluation. Teaching is of such great importance, however, that every effort should be made to provide and justify salaries that are comparable to the salaries paid other professional workers.

It is inevitable that the achievement of better salaries for teachers will be accompanied by a public demand for increased professional training and for evidence that teachers are rendering continuing effective and competent service. The citizen who can exercise the right of choice with respect to the employment of his lawyer or doctor will quite properly want reasonable assurance that his children are receiving a high level of professional service in the schools in which they are enrolled.

For the last five years a plan of teacher evaluation has been operated experimentally in the schools of Glencoe, Illinois. The plan was proposed originally by G. Robert Koopman, Associate State Superintendent of Public Instruction in Michigan, and was developed cooperatively through intensive study by teachers, administrators, and school board members. As it has developed, the plan proposed originally by Mr. Koopman has been adapted to local needs and conditions. It provides for three levels of teacher service and development—*probationary, professional,* and *career-teacher.*

Progress on the salary schedules is automatic, with the following exceptions. At the end of the probationary level, a period that includes the first two or three years of service in the school system, the records of probationary teachers are reviewed by the personnel committee, and recommendations are made to the board of education about the achievement of continuing tenure. During the period of professional development, which includes eight or nine years of service, progress on the salary schedules is automatic except in those cases in which continued evidences of incompetence necessitate intensive investigation, study, and recommendation by the personnel committee.

MERIT BOARD ACTS

At the end of the period of professional service, teachers become eligible for classification on the career-teacher schedule, a classification that provides for eight additional years of service with continued improvement of salaries. The placement of teachers on the career level is determined by a merit board whose recommendations are subject to approval by the board of education.

The personnel committee is composed of two teachers elected by the faculty, the chairman of the educa-

tion committee of the board of education, and two representatives of the administrative and supervisory staff. It determines the achievement of continuing tenure by probationary teachers, reviews cases of recognized incompetence, and is responsible for the initial selection and placement of teachers in the school system.

In the preparation of their recommendations to the board of education the personnel committee and the merit board make every conceivable effort to base their judgments on objective evidence and on the use of sound methods of appraisal. Personnel records are reviewed to determine the extent to which teachers have participated actively in the in-service program of the school system. Importance is attached to the evidences of significant contributions to the improvement of school and community relations. Naturally, major importance is attached to all evidences of superior teaching and the efforts that teachers have made to contribute to the effectiveness of the total educational program.

EVALUATIONS SOUGHT

Members of the personnel committee and the merit board may also solicit evaluations from teachers, administrators, and community adults whenever such evaluations may contribute to an effective appraisal of the teacher's educational service.

During the five years that the plan has been in operation, six out of a faculty of 50 teachers have been placed on the career-teaching level. During the same period the personnel committee has denied continuing tenure to one teacher. Since the inception of the plan, the responsibilities delegated to the personnel committee and the merit board have been completely respected, and all their recommendations have been accepted by the school board.

This limited experience with teacher evaluation in the Glencoe schools certainly does not justify the conclusion that a satisfactory solution has been found to this most difficult and complicated problem. The experience *has* served to deepen the conviction that teacher evaluation is an inescapable responsibility of the school system. It has stimulated creative study and experimentation on the part of teachers, administrators, and school board members.

Whatever the limitations of the present plan may be, it has provided opportunity for a democratic and cooperative attack on the problems of teacher selection, placement, promotion, and separation, and has removed these activities from the arbitrary control of one or a few administrative officials.

Obviously, no pattern has yet been established that will ensure perfection in teacher rating. But this fact in itself should encourage experimentation. The responsibility for improving teacher rating must be shared by the entire profession. ●

The Evolution of the Curriculum

Trends in High-School Subject Enrolments

J. DAN HULL

In School Life

WHAT do today's high schools teach—and in what directions are changes taking place in the selection of subjects to be offered? The latest evidence concerning this long-time trend has been provided by a tabulation of the total enrolments of pupils in all subjects in secondary schools of the United States for the second semester of the school year 1948–49. Although similar tabulations have been made for many decades, the national investigation immediately preceding the one currently reported was in 1933–34. Approximately the same number of pupils attended the last four years of high school in 1949 as in 1934. However, because they were born during depression years when birth rates were low, youth of high-school age were a smaller group in 1949 than in 1934. In 1934 there were graduated from high schools 333 of every 1000 pupils who had been in the fifth grade in 1926–27. In 1948 there were graduated 481 of every 1000 pupils who had been in the fifth grade in 1940–41.

A summary of the changes which have occurred between 1934 and 1949 indicate, for the most part, that they have been in the direction of more functional education. They represent efforts to meet life needs of increasingly diverse bodies of pupils and are largely continuations of the trends apparent in 1934.

J. Dan Hull is Associate Director of Instruction, Organization, and Services Branch, Division of State and Local School Systems, U.S. Office of Education, Washington, D.C.
Reported from School Life, *XXXIV (October, 1951), 7, 14.*

Enrolments in both mathematics and foreign languages showed smaller percentages of total pupil bodies in 1949 than in 1934. Enrolments in arts and business education subjects held their own. Percentage enrolments in all other broad subject fields were increased. The largest enrolments are in health, safety, and physical education, English, and social studies. This is not surprising since these subjects are required in most states. Among the broad subject fields, home economics and industrial arts had the greatest percentage increases in enrolment from 1934 to 1949. These subjects are seldom required beyond the eighth grade but apparently working with tools and materials has a great appeal for boys, just as homemaking has for girls.

Enrolments in biology have grown greatly at the expense of those in zoology and botany. General science has expanded at the ex-

pense of other more specific subjects of science. General mathematics has grown at the expense of algebra and geometry.

Investigated nationally for the first time is the core which uses the time ordinarily given to two or more subjects. While less than 4 percent of all public secondary-school pupils are enrolled in the core, it is present in more than 15 percent of all junior-high schools.

Among individual subjects, physical education, typewriting, general mathematics (including arithmetic), and United States history are outstanding because of percentage increases in enrolments since 1934. More and more, physical education is being required. Typewriting is seldom a required subject and probably was elected chiefly for personal use. General mathematics was probably chosen by many pupils in place of algebra to meet a mathematics requirement. United States history is increasingly being required of all pupils.

Among individual subjects Latin and French show the greatest percentage decreases in enrolments from 1934 to 1949—a fact which probably reflects the relaxing of college-entrance requirements in foreign languages during the period. In 1949 it was reported for the first time that more high-school pupils were studying Spanish than Latin. Spanish is the only one of the commonly taught foreign languages which gained appreciably during the years 1934–49.

A number of subjects reported for the first time in 1949 were taught in as many as 15 states. Conservation, consumer buying, safety education, driver education, and home management are efforts to meet common needs shared by all pupils. Fundamentals of electricity, as a separate course, is an innovation from World War II. Remedial English, mathematics review, radio speaking and broadcasting, vocational radio, diversified occupations, cooperative store training, and cooperative office training are new.

A number of subjects are disappearing as subjects in their own right from the program of studies. Subjects reported by few states in 1949 include English history, industrial history, nature study, the novel, and the short story. The content of some of these subjects is being absorbed in other courses. However, this is not true of Greek and teacher-training, reported by only five and four states, respectively.

It was possible to make defensible estimates of actual as well as percentage enrolments in all the national investigations which have been carried on since 1915. Percentage enrolments in algebra, geometry, physics, and Latin have shown progressive decreases in all investigations since 1915. However, from 1915 through 1934 the actual enrolments in these subjects were increasing while the percentages were decreasing. Enrolment gains in new subjects have often obscured the fact that as many youth as ever before were enrolled in a traditional subject.

Children and Teachers Combine Their Talents

An Experiment in Noon-Time Recreation

DAVID L. MCCOOE, JR. and CLIFFORD E. HUTCHINSON

In Journal of the American Association for Health-Physical Education-Recreation

THIS particular experiment in a noon-time recreation program was begun as a direct result of the joint planning of pupils, teachers, and the principal. An increased number of children were remaining at school because of the school lunch program. The need grew for planned and supervised activities during the children's leisure time.

The mechanics of the responsibility for the supervision of this program rests with the teachers, but the actual work of making the program successful and a vital, satisfying experience for the children rests with the children and their chosen group of leaders.

In the past, the school administration has assigned a teacher to act as playground supervisor during the lunch period, whose duties were primarily that of disciplinarian, first-aid attendant, and judge for the misunderstandings between the children on the playground. This task was performed in an atmosphere of aimless play and running games of a definitely unorganized character. The incidence of accidents, although normally of a minor nature, had been relatively high. In addition, the teacher in charge spent the greater part of the play period in anxious moments, owing to the prevailing unorganized conditions. It was felt that this situation was highly undesirable, and appropriate action was taken to remedy the conditions.

David L. McCooe Jr. is Supervisor of the Department of Health, Safety, and Physical Education for New Albany Schools, and Clifford E. Hutchinson is Principal of Silver Street Elementary School, New Albany, Indiana. Reported from the Journal of the American Association for Health-Physical Education-Recreation, *XXII (October, 1951), 26–27.*

After a conference involving the principal, teachers, and some of the children, a plan and ground layout for the program were decided on and adopted on a tentative basis. The school has two natural areas so one was established as the upper-grade area and the other, immediately adjacent to the building, became the lower-grade area. The upper-grade section, after a check of favorite activities, was sectioned off into spaces for basketball and a number of other games, as well as for free running games. The primary area was provided with a rope-jumping section and circled sections for circle games of low organization. The stage was set for the oper-

ation of the experiment in recreation.

At the beginning of the program trial, five upper-grade teachers selected the leaders. Almost at once this was changed to volunteer pupil leaders and the program of today is selfpreserving in leadership. New leaders receive their instructions from retiring leaders prior to their service at the game areas to which they will go.

The leaders have four basic responsibilities: (1) to check out and return equipment and supplies, (2) to organize and instruct the participants in the activity, (3) to see that the rules of safety and fair play are followed at each game and to act as scorekeeper where necessary, and (4) to keep order at the activity. All leaders are assisted by the classroom teacher who is still assigned to the total area.

The primary area has shown the greatest amount of leadership development, in that pupil leaders have done a magnificent job of planning and for teaching the lower-grade boys and girls new activities, as well as guiding them in known games and activities.

Observed results, as well as comments of the teachers and the pupils, definitely show that the plan has been successful. It is possible to state clearly that the benefits already derived from its operation are:

1. The program is fulfilling the need for which it was established: namely, providing several activities for all children on the playground, developing leadership in intermediate grade children, and helping to eliminate the haphazard, unorganized play previously rampant on the grounds.

2. Accidents caused by falls and the equipment lost by rolling into the streets have been cut to an absolute minimum.

3. The problems confronting the teacher-supervisor during the noontime period have markedly decreased.

4. Visible signs of pupil leadership development is evidenced by the effectiveness of the program and the leaders who are volunteering for service on the playgrounds.

5. More children are taking part in activities of their own choice than was the case under the old system.

6. A changing demand for new or different games has made the areas changeable from season to season, indicating a growing quality to the new program.

7. The desire to learn new games, especially in the primary area, has been motivated by the plan. •

West Point Please Note

RESEARCH has shown that cheating in the classroom has less relationship to individual honesty than to bad scheduling, overemphasis on marks, and authoritarian teaching methods. —*Los Angeles County Bulletin.*

Pointing the Way

An Illinois Town Educates Migrant Children—and Itself

LOUISA R. SHOTWELL

In The Christian Science Monitor

EVERYBODY in Hoopeston knows about Amado Martinez. If you saw Amado, you would wonder what it is about this slender, brown 15-year-old with the soft speech and gentle smile that makes him a center of interest in a town of 6000.

"He's a freshman in John Greer High School, that's what," a Hoopestonite will tell you. "And that's news. Big news. First one of these Texas migrants we've ever had in our high school. Came up with his folks this spring to snap asparagus. Winters, Amado lives down in Starr County in Texas. In between cotton picking he goes to school; finishes all eight grades. He comes up here and goes right into regular classes in our high school along with our kids. Does right well, too, the teachers say. Goes to the freshman party and has a fine time."

Maybe you think it strange that Hoopeston should be so excited and proud about Amado and about the other 93 Texas-Mexicans who attended its elementary schools for 26 days last May. Isn't this a free country? And isn't public education one of those rights we take for granted in democratic America? Well, it wasn't always true in Hoopeston.

Out there in Vermilion County two canning companies raise their own asparagus and tomatoes and corn to process in their factories. When spring comes and right on through the summer they need a lot of hands for harvest. During the war years when they ran short of local labor they found the answer in German prisoners of war. Later, following the lead of growers in other states, the companies brought in Spanish-speaking families from the southwest and housed them in the prisoners' barracks and a giant Quonset hut.

Most of these Latin-American families never had been to Mexico; they were native-born American citizens. But they had brown skins; they understood little English and spoke less. And in a town where even a Kentuckian is a "foreigner," these were foreigners indeed.

Hoopeston raised its eyebrows and locked its doors; it put up signs. When the migrants went to the movies, a sign and an usher sent them to the balcony; when they went to the park, they sat in a

Louisa R. Shotwell is a member of the board of the National Council of the Churches of Christ in America. Reported from The Christian Science Monitor, *(September 7, 1951).*

special place marked off; and they didn't go to the swimming pool at all.

Today all that is changed. One by one all the barriers have come down. What has made the difference?

A DOZEN ANSWERS

Ask that question of a dozen persons and you get a dozen answers, all different and all a part of the story. Church and social workers, and businessmen were among the leaders who became members of a community committee interested in the welfare of the town's migrant population. Up to 1949, the changes in community attitudes came about gradually. But there still had been no suggestion of migrant children going to school. Nevertheless community committee members had been worrying about those children and the haphazard chance they had for education. They talked with the parents of the children and with the cannery operators. They called on the school superintendent and the members of the school board.

"Why sure," agreed the school authorities, one after another, "we'll have to have these kids in school. Should have done it long ago." And they held a meeting and did a little figuring. With the help they would get from the state for each additional child and a small surplus in the budget, they could manage an extra teacher and some school supplies. No school tax increase. So they voted to engage a special teacher and to send the 60 children to the Lincoln School, the one nearest to the migrant camps.

The word got around and the fireworks began. Tempers flared and a lot of people said some pretty ugly things. Yet even if some of its citizens are a little slow to accept all that it means to live in a democratic society, Hoopeston believes in the democratic method; and the school board called a public meeting. The parents arrived in full force, and so did the community committee members.

"That meeting was a turning point," said one leader. "And it might just as well have gone the other way, if it hadn't been for the poise and patience of Elmer Unger, President of the School Board. Mr. Unger is one wise and capable young man. He let everybody have his say. First they talked about putting up a special school, and then they realized there wasn't any money to build one and no place to put it, and at last somebody remembered that Illinois has a law against segregated schools. Then Mr. Unger came up with a proposal to spread the children around in all three elementary schools. That helped some, but it didn't satisfy the ones who were afraid of contagious diseases being brought in."

This final objection could be met it turned out, only by having the children submit to medical examinations. Accordingly, the doctors went to work the next morning, and, happily the day after, the 60 Texas-Mexicans went to school.

Anybody who has ever taught

school knows that no story ends with opening the doors to 60 extra children on the first of May. For the teachers, that is only the beginning. A special teacher was engaged for 35 who could not be absorbed into regular classes. In age these ranged from six to 15; in achievement, from grades one to six. Twelve of them spoke no English. A Spanish-speaking worker who represented the Home Missions Council (now the Division of Home Missions of the National Council of Churches) helped with the latter.

To Mrs. Mitchell, the special teacher, every one of the 35 became a person in his own right as she guided each one to think of himself as a responsible member of his group. Through her patient ingenuity, school became a center of doing, creating, sharing, enjoying. On the twenty-sixth school day, the closing session of the year, each child received a grade card certifying his attendance and indicating his progress and his rating.

NO QUESTIONS

In the spring of 1951, nobody raised any question at all. Again the children were given physical examinations. The *Chronical-Herald* reported a total of 94: 25 in Honeywell, 62 in Lincoln, six in Maple, and one—Amado Martinez—in John Greer High School. The newspaper story continues: "The teachers see many familiar faces. Music and physical education classes are held with the town children. One Hoopeston youngster was heard complaining because there were no Latin-American children in his room."

Now the community committee has become the Hoopeston Migrant Council. On it sit the personnel men from the two canning companies; representatives of the medical association, the ministerial association, and the chamber of commerce; and 16 church delegates, two from each of the eight churches.

The Council's budget has been oversubscribed with gifts from the canneries, the church, individual businessmen, and the migrants themselves. The summer program includes a regular schedule of English classes, nursery school, mothers' clubs, sewing groups, family nights, thrift sales, story hours. The Migrant Council secures volunteers for needed services: to run movie projectors, to chaperone teen-age parties, tell stories, teach sewing, take groups to the pool, and so on.

Every year life in the camps becomes a little easier because the canneries make some improvements in the housing; new screens, more adequate garbage disposal, extra shower and laundry facilities.

Hoopeston knows that it is a fortunate town, not only because it has the laborers it needs to harvest its crops, but also because the presence of these Spanish-speaking neighbors gives the townspeople a chance to join hands in a common concern to make the visitors feel at home. ●

More Than Too Many Students

What To Do About Teaching Load

HAZEL DAVIS

In The Bulletin of the National Association of Secondary-School Principals

THE number of hours a teacher works or the number of pupils he teaches are only indexes of his teaching load and of possible strain in teaching. In their replies made to the Research Division of the NEA, on which the Division based its report, "Teaching Load in 1950," many of 2200 classroom teachers queried spoke on *other* conditions that either added to the load or made it seem lighter.

Some of them referred to intangibles of human relationship, such as the cooperative atmosphere of the school, or an unacceptable philosophy regarding extracurriculum activities. Others mentioned specific items, such as the shop teacher whose classroom was a basement in which his tools and machinery were constantly rusting, or the teacher of social studies who had to change classrooms and climb or descend two flights of stairs at the end of every class period.

It seems clear that to lighten teaching load the major effort must always be to secure enough teachers and other personnel to reduce class size and to relieve teachers of clerical and monitorial duties. One must consider not only the number of pupils, the number of periods, and a fair distribution of extracurriculum duties, but also the background conditions that affect teaching.

Hazel Davis is Assistant Director of the Research Division of the National Education Association, Washington, D.C. Reported from The Bulletin of the National Association of Secondary-School Principals, *XXXV (October, 1951), 148–56.*

There are, however, other possibilities for lightening load through the administrative skills of the principal.

The classroom teachers who answered the questionnaire on teaching load were asked, "If you were the principal of your school, what would you try to do to improve the teacher-load situation in your school?" Some teachers suggested changes that were really beyond the control of the school principal. The type of recommendation that was made by the greatest number of the teachers dealt with improving the schedule and the equalizing of assignments among teachers.

WHAT TEACHERS THINK

More than a third of the teachers who made suggestions, however, made proposals that dealt directly with other phases of administrative management of the school. The statements that follow summarize these.

1. Develop a considerate and

cooperative attitude in working with the teachers. Take counsel with the teachers themselves in solving problems of teaching load and in setting policies that affect the teachers' work. Take time for a personal interview at least once a year with each teacher. Try to encourage and inspire; give constructive advice. The teacher load never seems as heavy when a friendly, happy atmosphere prevails in a school.

2. Try to cut down on outside activities. Let us have clubs and other extracurriculum activities that will contribute to the social growth of pupils, but do not multiply them indefinitely. Cut down on money-raising activities that overstimulate the pupils and are not educative. Do not jump on the bandwagon of every community project; let us participate selectively and in ways most appropriate for a school group. Try to keep interscholastic athletics from taking precedence over everything else.

3. Plan ahead so as to cut down on the interruptions to classroom work. Do not allow unscheduled events to upset classes without previous notification to teachers. Save the unscheduled use of the public-address system for *emergencies* only; have a scheduled time once or twice a day for announcements.

4. Try to get more books, supplies, and audio-visual aids and distribute them on a flexible system. Be sure to inform all teachers as to the materials that are available and how they may be obtained. Be sure to order materials early enough so that they will be available when school opens.

5. Give more attention to the efficient handling of the lunch program and to the supervision of pupils when not in class, now handled by teachers through bus duty, hall duty, locker-room duty, lunchroom duty, playground duty, etc. Try to reduce the number of teachers on such supervisory duties; develop a greater degree of pupil selfdirection; provide other personnel to carry on these functions.

6. Give constructive help to teachers with discipline problems, especially to new teachers who need advice and support in working with children having behavior problems.

NO REVOLUTION

There is nothing new or revolutionary about these suggestions. They seem to be reasonable and practical. Most principals intend to be doing all of these things anyway. But just suppose that every principal for one year really did his level best to carry out these simple suggestions to the utmost of his ability in his own school. Would it not mean, for many teachers, a lighter teaching load? And for many pupils, a better education?

No matter how smoothly the school is running so far as its administrative management is concerned, the problem remains of developing a schedule of classes and of apportioning duties to individual teachers. Forty-seven percent of the secondary teachers queried made suggestions on this topic. One

often-repeated recommendation was that every teacher have at least one free period a day for preparation, conferences with pupils, and the like, and that the period really be left free from other assigned duties. Other suggestions recommended the use of longer class periods, the establishment of a regular activities period, and various adjustments in the scheduling of study halls and homerooms.

The one recommendation that was made most often, however, was that teaching loads be divided up more equitably. The idea of dividing up the work fairly was expressed in many ways: "Don't depend on volunteers." "Don't play favorites." "Rotate the assignments." "Give the new teacher a break." "Don't give the *men* (or *women*) all the extra jobs." "Recognize the problems of the *academic* (or *special*) teachers." "Adjust the loads from time to time through the year, when necessary." "Make a careful study; use a formula."

There were calls for courage on the part of the principal. "Don't be afraid to distribute the load fairly." One man of 20 years' experience said: "I would allow the older teachers to decide whether they wanted their choices with references to *rooms,* to *periods,* or to *subjects taught,* but not all three."

The new teacher represents a potential community asset of great worth. It is disturbing, to say the least, to hear of new teachers being treated in such ways as to almost guarantee their failure and loss to the profession. One teacher wrote: "I am thinking now of a beginning teacher with a class of 51 seventh- and eighth-grade pupils who was asked to resign last week because he couldn't handle the children. The load was too great. This is one reason why beginners leave the teaching profession." There were other reports, by both experienced and inexperienced teachers, to show that making the new teacher "the goat" is not the deplorable exception to common practice that it should be.

As a preliminary to any effort to study and equalize loads it is necessary to have a record of the full list of duties being carried by individual teachers. A first step toward studying teaching load would be the development and use of an information sheet for recording each teacher's assignments. Examples of such forms are given in the February, 1951, *Research Bulletin* of the NEA in which the report of this study was published. In order to compare the relative loads of individual teachers as a basis for equalizing them, it is desirable to work out some common unit of measurement.

IN SUMMARY

All of the suggestions on equalizing teaching loads may be summarized in the following statements:

1. Classroom teachers and school administrators should undertake cooperative efforts to solve the problems of teaching load.

2. Considered policies should be adopted as to what constitutes a rea-

sonable body of assignments for a classroom teacher.

3. Facts should be made available, in a form that makes analysis possible, of the total working load of each teacher. Systematic study should be made by formula or other objective comparison of individual loads.

4. Assignments should be adjusted so as to divide the duties as equitably as possible among the members of the faculty.

These four steps can be taken and the teaching-load stiuation still remain unsolved because the total burden to be divided is too large. While some improvement may be possible through streamlining of routines, loads will have to continue to be overlarge until more liberal standards of staffing the schools can be developed. But sincere efforts to work on the problem by principal and faculty will eliminate the extreme overloads that sometimes exist, may forestall the piling of further duties onto staffs that are already overloaded, will improve the morale of the faculty as they realize that the problem is recognized, and will lay the foundation for increased community support for adequate school staffs. •

End and Means

Boys and girls need discipline, but for schools discipline should be coupled with learning. The best discipline is the impersonal but quiet compulsion of shared purposeful learning activity.

Interest and effort are correlative, not opposed. We not only do that which is interesting to us, but we find things interesting which challenge our best efforts.

In a democracy, discipline is both an end and a means, not merely a means. We discipline ourselves because we know we need it (end); we also discipline ourselves because discipline is necessary to get things done (means).

In line with purposeful learning activity, some of the best discipline comes from accepting the consequences (often foreseeable) of our own acts.—*Wisconsin Journal of Education,* September, 1951.

Success Begets Success

Social Acceptability in the Classroom

NOLAN C. KEARNEY

In Minnesota Journal of Education

SOCIOMETRY is a technique by which to study patterns of acceptance and rejection within groups. Margaret Buswell used various of its devices in the preparation of her doctoral dissertation which attempts to discover whether or not a child's social status in the classroom was associated to any extent with his success in his school work. Dr. Buswell's results are interesting not only for what they show, but for the questions for further consideration that spring from the investigation.

The primary conclusion reached in this study is that when we consider a classroom of boys and girls in either the first grades or the upper grades, it may be said that usually those who are succeeding in their school work will also be succeeding in their social relationships with their peers.

In addition, it would seem possible to draw an interpretation in regard to the way in which this relationship between social and academic success has come about. A tentative hypothesis that achievement, as a basic factor in acceptability, precedes rather than follows this acceptability is suggested by the change which takes place between the time the child is in kindergarten and the time he is in first grade and is beginning to experience some of the activities of which school success is made. In kindergarten, before academic success is evident, the future achiever is not chosen in social relationships any more frequently than the future nonachiever. Early in the first grade, when a different kind of achievement than occurred in kindergarten is becoming evident, those who are successful in this achievement are also the socially most accepted.

Nolan C. Kearney is Assistant Superintendent of the St. Paul Public Schools, St. Paul, Minnesota. *Reported from the* Minnesota Journal of Education, *XXXII (November, 1951), 28–30.*

If the acceptability were responsible for this achievement, those who had been popular in the kindergarten the preceding spring should be the ones to succeed in school in the fall. In reading readiness (our measure of estimated future achievement) this was not the case. Since there was a change toward increased social acceptability for those who were succeeding in school, it would seem that this success might be the cause.

Further evidence corroborates this hypothesis. This second interpretation is based on the fact shown in the co-variance analysis that the ex-

clusion or inclusion of intelligence into the situation can make or destroy the relationship between social acceptability and achievement. If we believe in the relative constancy of the IQ, we know that this is not because the acceptability is affecting the intelligence; therefore it may be that the intelligence and its resulting achievement are affecting the acceptability.

However, even if we were sure that the achievement were influencing the acceptability, there is no evidence from the present study to indicate that the two factors continue to operate in the same direction throughout all of school. Even if the first step in the process of becoming rejected in school is a matter of nonachievement, it seems possible that a circular reaction might be set in motion so that once a child is unaccepted he becomes insecure and finds it more difficult than ever to succeed.

Of course there is no possible way in which intelligence can be held constant in an actual classroom of boys and girls. Holding this factor constant in the analysis has given us the opportunity to ascribe to it much of the foundation for the fact that some children are accepted and others rejected, but it does not give us any help in solving the problem.

Intelligence may be the foundation of the difference between the accepted and rejected child, but in the eyes of the children this difference is often manifested in the form of school achievement. Therefore, if a child's achievement may be improved, even if his basic intelligence may not, might this not make him more acceptable? For example, might not one of these achievements needed for acceptability be the ability to contribute to classroom discussions? The child who cannot play baseball is not chosen for the team. Will the child who stumbles in oral reading be chosen for dramatizations?

If it is true that the child who achieves is more likely to be accepted, it may not always be so important for the teacher to work on the acceptability as such, but on the achievement which seems to be back of it in many instances. It is true that some children will never excel in the type of work they are given in many school situations, but there may be some way in which they can succeed. It is also true that there are many who, for one reason or another, are not working up to their ability and for whom greater success might be developed. And there are still others who may not know how to use the skills and abilities which they do have.

If by the way we gear the work, we control the acceptability a child will have, provision for individual differences takes on even more significance. If all teachers adjusted the work so that all children were "succeeding" at their own level, would we get this same picture? This presents a real challenge.

It seems reasonable, furthermore, that schools accept as an important goal of instruction the development of children's ability to work coop-

eratively in groups—one outcome of social acceptability by peers. When one considers the many instances of adult ineffectiveness which stem from lack of this ability, it seems fitting that achievement of this goal should be taken as seriously by teachers as achievement in other goals of instruction.

In aiding children to achieve this goal, teachers must see that each child develops a skill, talent, or other achievement which wins his acceptance by his peers. Some children find an avenue for gaining group acceptance without any specific help from teachers; some children utilize socially approved avenues, while others use unapproved means.

The teacher must be alert not only to aid the children unable to gain group acceptance on their own, but also to redirect children using socially unapproved means of gaining that end.

San Diego Finds Out

ALTHO San Diego, Calif., schools were not under fire, the board of education last spring decided to invest in a professional public opinion survey (reported cost $3250) to learn how the school system rated with the public. A succession of dividends has followed.

The survey, made by two West Coast public-relations and survey firms, showed that San Diego citizens were fairly well satisfied with their schools (71 percent). Only 10 percent were reported to be dissatisfied. However, the group which has caused school officials the greatest concern is the 19 percent who did not know whether they were satisfied or not. The survey indicated a definite need for a stepped-up public-information program. Those who were most favorably inclined toward the schools were those who were also best acquainted with the schools—parents, PTA members; those who were inclined the other way were also those who were least familiar with the schools. Incidentally, citizens showed no particular dissatisfaction with the teaching of the 3 R's; they also endorsed so-called frill subjects.

After the board reviewed the findings the survey was used for public-relations purposes by holding a press conference which was followed by newspaper stories. The findings were also discussed by principals, supervisors, and staff, with emphasis on aspects requiring greater public-relations attention. Copies of the poll were also sent to almost 1000 opinion leaders with a covering letter from the board and Superintendent Will C. Crawford.—*Trends in School Public Relations.*

A New Challenge

Now It's Marriage in the High Schools

LESTER A. KIRKENDALL

In Oregon Education Journal

MARRIAGES among high-school youth are increasing. Although some school authorities tend to think of this situation as a "new problem," *basically* it is not. It is a very old one, only today the circumstances are different. The high schools have always had couples on the verge of marriage. But formerly they left school or were graduated before marriage. Today they marry and continue school.

What are some of the problems raised for schools as a result of having married pupils in high-school classrooms? Those most commonly mentioned by school authorities indicate some interference with the established routine and program. Married students almost inevitably will need certain schedule rearrangements. But is this "special privilege?" When the needs and circumstances of pupils have changed as much as they do with marriage, is it not time to recognize this and consider some alterations in the school program which might assist them in their adjustments? Are the schools made for the pupils, or the pupils for the school? Administrative problems cannot be disregarded, but administrative regulations should be reexamined and approached from the viewpoint of meeting pupil needs.

The presence of married pupils is sometimes regarded as "an unsavory influence" on the other pupils. The married pupils may talk about the intimate details of their marital life. Yet shouldn't all pupils of high-school age be well enough informed so that they could hear such discussions without being upset by them? This problem could be alleviated if the schools would provide a good program of education for marriage and family life, including attention to sex.

Married pupils may be an unsavory influence in another way. Some of them are so miserably unhappy in their own marriages that their descriptions of married life tend to warp the attitude of the other pupils toward marriage. Also they may tell the other pupils how good it is to be free from the discipline and restrictions of home and school. Again, the rest of the pupils could evaluate what they hear more satisfactorily if they had a good, straight-from-the-shoulder educational program.

Are there any advantages of hav-

Lester A. Kirkendall is Associate Professor of Family Life Education at Oregon State College, Corvallis. *Reported from the* Oregon Education Journal, *XXVI (September, 1951), 8, 30.*

ing married pupils in the school? Few educators see any. A few say that some of the married students are more serious in their outlook. A few think they bring a note of reality, formerly lacking, into the discussions about marriage in the home economics department. Perhaps the presence of married pupils will hasten curriculum revision.

What are the implications of this situation for the high-school program? For some of these high-school pupils, marriage is simply a reflection of personal difficulties. The pupils are frequently emotionally immature or disturbed, pregnancy is involved, or they are using marriage as an escape—an escape from poor or broken homes, from discipline or from school.

If many of these marriages are the reflection of emotional immaturity, then the high schools need to help pupils develop emotional stability and adjustment through a good counseling program. Development of a realistic work-experience program might help as would a realistic type of student participation in the affairs of the school through effective student-council action.

This whole problem emphasizes a long-standing need for realistic family-life education, both in our schools and in the community. Since so many of these married pupils come from poor homes, we need to reach these homes early enough to help them become better homes for the boys and girls that are growing up in them. We need a family-life education program for parents.

We need carefully planned programs which help boys and girls understand what good human relationships are and how to be successful in them. A mental hygiene approach is very important, one which will help the individual to understand why he feels as he does, the stages of development, and how he came to be the person he is. A realistic consideration of dating and courtship problems should be included as should adequate sex education. Adjustment to the parental home needs attention, as does helping young people understand the responsibilities of parenthood.

It appears reasonably certain that the problem of high-school marriages is one which will be forced increasingly on our attention. If this is so, we must begin now to develop effective ways of meeting the needs. The increasing number of married pupils in our classrooms indicates the need for curricular changes—a functional curriculum that will be flexible and adapted to reaching pupils in a variety of ways. Flexible time schedules, part-time schooling, night classes, or correspondence, or reading courses might be considered. For some pupils, the emphasis on credits and marks should be forgotten. Some of these high-school boys and girls are not only high-school pupils, some are parents as well and this should be borne in mind when we talk about parent education. A good counseling service becomes increasingly important to meet these needs. •

How To Use That Extra Time

Problems of a Beginning Core Teacher

GORDON F. VARS

In Educational Leadership

A BEGINNING teacher, no matter how thorough his preparation may be, has to meet and solve many problems during his first year. While many of these problems are common to all teachers, some seem to be more challenging to teachers working under a core system than under a more traditional program. Until more teacher-education institutions design programs for core teachers, newcomers will have to learn many core techniques as they go along.

Using as an example a core program with which the writer has been associated, a few problems are noted for which a prospective core teacher should prepare if he is to reap more fully the rewards of this stimulating kind of school work.

Core courses at Bel Air High School consist of a three-hour block of time in the seventh and eighth grades, and two hours in the ninth. During this time students develop some of the understandings and skills usually associated with English, social studies, and science, although the actual learning experiences are developed through teacher-pupil planning and without regard for subject-matter boundaries. Extensive use is made of audio-visual aids, field trips, library research, arts and crafts projects, and current periodicals. There is a great deal of group work, usually culminating in such things as oral reports, panel discussions, and dramatizations.

Gordon F. Vars is teacher of ninth-grade core and also audio-visual coordinator at Bel Air Junior-Senior High School, Bel Air, Maryland. *Reported from* Educational Leadership, *IX (October, 1951), 12–16.*

In addition to unit study, the core class functions as a homeroom unit for student council representation, intramural sports, and attendance. The core teacher serves as guidance counsellor and four times a year, after consulting the special-subject teachers, sends letter-type reports home to parents. Only satisfactory (*S*) and unsatisfactory (*U*) grades are given and these are based on the child's performance in relation to his ability.

A big advantage of this type of program is the longer period of time students spend with one teacher. Freed from the limitations of a single period, a teacher can more readily adjust the children's work, as individuals and as a group, according to their capacity for sustained interest.

Effective use of this time, however, often challenges the newcomer. Ingenuity is often taxed to

the utmost to make sure there is sufficient variety in the day's program. The writer found that he tended to let his eighth graders continue too long at one kind of activity, so that they became fatigued, lost interest, and developed discipline problems. Because of the limited attention span of junior-high-school youngsters, he could not expect much more than an hour of sustained work on the unit by his class. The teacher must be alert in recognizing the little signs by which a group of children shows its loss of interest and build up resources of ideas with which to direct necessary changes of activity.

The extreme flexibility of teacher-pupil-planned core activities may leave children somewhat insecure because they have few definite assignments from day to day. It seemed necessary to provide some routine to the week's schedule to give the children something to "hang on to" while experimenting with the freedom of democratic group work. The writer planned with his students a series of special events for one day each week. Time was planned for current events. A free reading period, and a visit to the library were among the events which gave the week's work a pattern, and still allowed plenty of time for work on the unit.

Core teaching usually involves much committee work for locating information and planning projects. This gives great flexibility and makes it easier to fit an "assignment" to the needs and abilities of the child. Many benefits derive from working in groups but the problem still remains of making effective use of information located, organized, and presented by committees.

The writer found that a partial solution to this problem lay in careful checking at all stages of group work. The teacher made sure that essential facts had been found and organized so others could understand them. Insistence on the use of all kinds of illustrative material made it more likely that the committee would get its message across. In other words, student committees were helped to use the best of modern teaching methods in their presentations. As a further step toward permanent learning, each committee's fact outline was duplicated or copied from the chalk-board into each child's notebook, and additional information that came out in the discussion period was jotted down in the margins. By proper attention to these techniques the core teacher can make sure that his students are mastering essential factual information while at the same time reaping the benefits of democratic processes of learning.

In line with modern concern for the needs of each individual child, scores on tests, quizzes, and examinations were not used for comparative grading. They did, however, give the teacher some idea of how material was getting across, and provided each child with some evidence of his progress. Most of the activities by which children learn democratic participation in group effort

provide little concrete evidence of achievement. Too much of this activity may leave the student with a feeling that he is not really learning anything.

Even the most flexible core system needs plenty of drill-type material to provide evidence of achievement. To be most meaningful, such material should be based on needs and deficiencies uncovered in carrying on the core unit. The problem is not one of putting skill work into the core, but of exploiting the rich possibilities already there. Where the development of a skill is necessary for the attainment of a larger objective, motivation is much easier. Errors are usually common enough to justify giving the whole class certain types of exercises, with special attention where needed. Language drills were based on mistakes found in the children's own papers. Reports and panels played back on the wire recorder motivated drill in spoken English, and the making of bulletin-board displays demonstrated the need for neatness and care in lettering and drawing. In these ways the "fundamentals" can be approached with new vigor and enthusiasm when studied as tools for the attack on significant student problems, while at the same time they supply concrete evidence of achievement.

To summarize: The very freedom and flexibility which make a core program such a promising way to meet the needs of all American youth create certain problems for the beginning teacher. He must learn to use the longer block of time without losing student interest and enthusiasm and to include enough weekly routine to provide security. He must promote development of the skills of democratic participation, while at the same time insuring mastery of a basic amount of factual information. He must ever be aware of the needs, problems, concerns, and even temporary moods of the group he teaches. None of these problems are insuperable for teachers with courage and imagination and an honest desire to help children acquire the best possible education. For those who meet these qualifications, core teaching offers one of the most satisfying and exciting fields of endeavor. •

A-tomic Ache

My confidence in terra firma
Now I find in error.
O Science, rest; I daily feel less
Firma and more terra.

—Donald S. Klopp, Clifford J. Scott High School, East Orange, N.J., in *The English Journal.*

Grammar Is Taught But . . .

What If They Don't Know Grammar?

HELEN RAND MILLER

In The English Journal

Helen Rand Miller is an English teacher in the Evanston, Illinois, Township High School. Reported from The English Journal, *XL (November, 1951), 525–26.*

WE have skipped a fundamental step in our thinking about the study of grammar. We need to know whether, with all our teaching, students learn grammar.

I have long suspected that even our brightest students never learn grammar so that it is of use to them. Grammar lessons for college freshmen are repetitions of the lessons for the sixth grade and all succeeding years. College freshmen are not sure of the parts of speech; they are likely to say that *if* is a preposition and not to know the difference between the past tense and the passive voice. Students may be justified in their complaint that English is the same old thing in the same old way.

For many years to many classes I have given this problem: Two people disagree as to which verb forms to use in the following sentences. How can you prove to them which forms are acceptable usage?

He (*dived, dove*) off the pier.
He has (*dived, dove, diven*) off the pier.

Students always expect to be told which forms are right. They have no idea how to find out for themselves.

I have suspected that they do not know why they learn the principal parts of verbs. They can rattle off the principal parts of irregular verbs, but when I ask them what good it does to know them, they cannot tell.

Knowing the principal parts of verbs is of no value without knowing how to use them. When students fill blanks with verb forms, they may guess or put down what sounds right. To test their ability to use principal parts, they should be asked to use unfamiliar verbs so that they cannot go by sound but must use their knowledge.

I wish that experts would make a test so that we could find out whether students know what we have said are the minimum essentials of grammar. The following test is offered with the hope that it may suggest a way to make a really good test. It was given to sixty-six twelfth-graders who have studied grammar four to six years. Nine percent made grades of 100. The precentage of correct answers is given after each question.

TEST IN FUNCTIONAL GRAMMAR

The purpose of this test is to answer these questions: How well does the grammar you have studied function?

How well can you use grammar now, and what are the probabilities that you will be able to use your knowledge of grammar after you leave school?

For how many years have you taken English courses in which you studied grammar? . . .

1. It looks *like* he is falling asleep.
   The use of the word *like* is questioned. How can you use a dictionary to know whether the use of *like* in the sentence is acceptable usage? .....9% correct
2. In England an educated man may say, "My sister is older than me."
   A dictionary printed in England says that the use of *me* is acceptable by telling what part of speech *than* is.
   What part of speech is *than* in the sentence if *me* is acceptable usage? 50%
3. In England a woman says, "I have slimmed (reduced) for six months and lost two stone (28 pounds). Why don't you slim?"
   What part of speech is *slimmed* in the above sentence? 92%
   What part of speech is *slim* in the above sentence? 74%
   In the United States a girl may say, "I wish that I were slimmer."
   What part of speech is *slimmer* in the last sentence? 55%
4. The purpose of this part of the test is to see how well you know how to use the principal parts of verbs. An unfamiliar word is used so that you will not write the words that sound right but will show how you use the principal parts of verbs. *Smo* is a made-up word meaning "to consent in a pleasant way."
   The principal parts of *smo* are *smo, smid, smone.*
   Write the principal parts of *smo* in the blanks.
   a) When the boys offered to pay for the food, the girls 86%
   b) If you will make the plans, we will 89%
   c) After the plans had been made, we considered it necessary to 77%
   d) Whenever you ask me to have lunch with you, I always.....60%
   e) Yesterday Lucy suggested that we go to the movies, and I 78%
   f) Lucy has not.....every time she was asked to wash dishes.....64%
   g) I had been asked to speak, and I had 64%
   h) We all were asked to go, and we all 77%
   i) I have never.....to ride with you, and I never will.....to go in your car 48%, 77%
   j) This morning you.....to go to Cooley's at 3:15, but you never should have.....to do that. 74%, 74%
5. In England educated people who speak carefully use the verb *eat* as it is used in these sentences. A dictionary printed in England gives authority for using *eat* in these ways.
   I *eat* bread every day.
   This morning I *eat* (pronounced *et*) an egg.
   We *eat* (pronounced *et*) the pork pie for tea yesterday.
   Have you ever *eaten* Yorkshire pudding?
   What are the principal parts of the verb *eat* in England? 66%

After this test a class told what parts of grammar they had never even begun to understand. Ninety percent had studied grammar for six years; everyone had studied it for at least four years. They asked questions as simple as "What is the difference between a phrase and a clause?" When they had finished telling what they did not know about grammar, there was no part of grammar that everyone knew.

We have been teaching grammar. Let us find out whether the students have been learning grammar. ●

Is a "Flexner Study" Needed?

The Obligation of Professional Education to the Schools

EDGAR W. KNIGHT

In School and Society

AT its meeting in Minneapolis in 1902 the National Education Association expressed the hope that there would soon be as definite standards for the education of teachers as were then "fixed by the best schools in the country for the training of physicians and lawyers." During the next half century the qualitative standards of training for these professions and also for engineering were to be markedly raised. Throughout this same period the high importance of improving the qualifications of teachers in the public schools of this country has been constantly emphasized. Quantitatively, standards for the training of teachers have had a phenomenal increase. But there are competent observers of the current educational scene who seriously inquire whether the qualitative standards have been raised for teaching in any way comparable to those in medicine, law, and engineering. And some of the observers also soberly ask whether professional education, among the youngest of college and university disciplines, can acquire the dignity and effectiveness of medicine, law, or engineering, especially under the conditions that nowadays increasingly surround the schools that have gained monopoly in the important undertaking of preparing teachers and managers for the public schools.

Edgar W. Knight is Kenan Professor of Educational History at the University of North Carolina, Chapel Hill. *Reported from* School and Society, *LXXIV (October, 6, 1951), 209–13.*

Some theories and practices in American education have all along come in for criticisms, some of which have been sharp and occasionally savage. In recent years especially, when criticisms seem to be more vocal than formerly, it has become fashionable for the American educational Sanhedrin and other vested educational interests to view any criticisms of the school as subversive and the critics as enemies of public education, when they are reluctant or refuse to agree with the Sanhedrin. Witness the recent vigorous pronouncements and resolutions of educational organizations. While the friends of the schools must always stand up and be counted, it should not be necessary to remark that sincere critics of any questionable, not to mention obviously spurious, educational practices should be welcomed by the profession and not looked on as "enemies within the gates." And there are critics of professional education who sincere-

ly hope that in friendly criticisms and wise counsel there may be safety for the largest and most important collective enterprise of the American people and that the quality of their schools may thereby be increased.

Here it may be healthy to report what some of the friendly critics have to say about the manner in which teachers and managers nowadays get into the schools. These critics note that, whereas professional education had difficulty in being accepted as a legitimate subject of college and university study, it has rapidly assumed that it is the fair-haired child of American educational arrangements. First looked on with some sentimental compassion, and perhaps also a little bit pampered, he has now been received into the family of university disciplines. But because of his youth and his recent acceptance he shows signs of becoming cocky and selfassertive and to claim full monopoly, however mediocre, in the training of teachers. Worst of all, the callow youth pretends to be able to teach all over the university catalog. These critics observe that a "professor of education" does not often hesitate to undertake any of the many courses that have been invented in departments and schools of education and in teachers colleges, whether he has had systematic and thorough preparation in them or not. Apparently almost anybody can teach "education."

A criticism, companion to that of almost anybody-can-teach-courses-in-education, is that "offerings" in professional education have in recent years increased more rapidly than in any other higher educational field. Proliferation has been encouraged by the managers and staffs of the teacher-education institutions, presumably in cahoots with the certificating bureaus of state departments of education. In this fact friendly critics see tendencies toward what would promptly be stamped as crass and vulgar racketeering in less humane activities. It is this condition that causes students to say—generally after they have become bachelor, master, or doctor of education—that the courses they were forced to take were so overlapping and repetitious as to be almost immoral.

Out of these and other unhealthy conditions that have grown up and nowadays surround practices in teacher-education, the critics see the rapid tendency for teacher-education institutions to become mere trade-schools and their products too often mere mechanics. The constant invention of new degrees in professional education, ostensibly to meet the "needs" of, but actually to accomodate, the less able students, has reached a preposterous and perhaps perilous point, and the increasing ease with which such degrees can now be had is a serious threat to public education in this country, whether the managers of teacher-education institutions and of bureaus of certification are aware of the danger or not. The possession of a master's degree, which can now

be had in numerous varieties, has generally become a requirement for better salaries in the schools. But the source of the degree is not always a concern of those who give it, those who get it, or those who engage its holders in the schools. Nor is the content of the degree inquired into by those who give it or get it, or by employers. The mere possession of the degree of whatever kind has come to be sufficient to command an increased salary, whether the degree is conferred by a member of the Association of American Universities or by a feeble department or school of education or university, or by some monohippic normal school. The guarantee of increase in salary more often than intellectual interest explains in large part the crowds that now knock at the doors of the graduate schools, whose walls tend to go tumbling down before the blare of the trumpets of ambitious educationalists and bureaus of certification.

The way out of these bad conditions and toward purity in academic degrees may be as difficult and perhaps as bitter as the crusades for pure foods and drugs in earlier periods. And while there should be for the American people and their schools equal protection against spurious degrees as from impure foods and drugs, so long as complete freedom of enterprise and *laissez faire* in professional education are allowed to go unchecked, reform may not be expected. Certain studies that were made in medical, engineering, and legal education in the early decades of this century offer some lessons for professional education. Perhaps the most influential of these was the famous Flexner study, that, without fear or favor, fairly but firmly turned the searchlight on, and drove out spurious practices in medical education.

A similar objective and responsible study of practices in so-called graduate work in professional education is long overdue and the need for it presses for attention. Here the searchlight must be fully turned on, if the public schools are to be rescued from some of the most perilous educational practices this country has ever known. For until some reforms are introduced in graduate work in professional education, the hope of those American educational leaders of more than a half century ago, that professional education in the higher educational institutions be put "on the same footing as other sciences," will be so deferred as to sicken the hearts of those whose primary concern is for the quality of work in the public schools. ●

COSTS are going up to stay in college but they are going down to get out—at least at the University of Wisconsin. Diplomas that cost 55c apiece two years ago are now down to 36c!

Dessert After a Heavy Meal

Use Local Dictation Material for Advanced Shorthand

HARRY B. BAUERNFEIND

In Business Education World

THE day always comes when the dictation material in our standard textbooks for the advanced shorthand classes seems drab and uninteresting. Regardless of the fact that the authors have prepared their material for us in correlated form, that it is carefully counted in groups of words and syllabic content, and that it is constructed to provide systematic review and development, there are times when we teachers hunger for some variety. We note that our students, too, sometimes have the same feeling. All of us are in the mood for variety. We can and should do something about it.

What we can do about that classroom *ennui* is to introduce some *local* dictation material. This is composed of the texts of letters, interoffice communications, telegrams, cablegrams, and business papers that actually have performed a business mission right in the offices, stores, and industries of the communities in which our students live and in which we teach. It's real bona fide dictation material out of the archives of local business, and it has all the flavor of our own business community.

In any class of 20 or more students, you and I will find that every student has his eye cast on one or two types of local business in which he hopes to find employment. We see John's interest pick up and the quality of his work improve when we use actual letters from the railroad company in whose offices he hopes to become a clerk-typist. Mary, talented in dress designing, takes a fresh interest in shorthand the day we use letters of inquiry, sales letters, and dictation of sales circulars from the one exclusive dress shop in town.

It is obvious, of course, that local dictation material must be used judiciously. It cannot be introduced so frequently that it defeats the careful learning process and speed-building program incorporated in the textbook material by the authors. Using local material day in and day out would also defeat much of its own purpose—motivation. Dictating railroad letters every day could become more boring than even the least interesting material in our textbooks. In our classes local dictation material is the dessert we serve to top off

Harry B. Bauernfeind heads the Business Education Department at the Vocational-Technical Institute of Southern Illinois University, Carbondale. *Reported from* Business Education World, *XXXII (October, 1951), 76–78.*

the heavy meal; the substance we have in the author's prepared material in the textbook.

Once convinced that local dictation material would lend variety and interest to the class, the immediate question that comes to our minds is "Where can we get local material?" The most ready means of obtaining it is through the teacher's contact with the employers in the community. The teacher can explain the purpose of her request for sample out-going letters from businessmen's files and point out the advantages that accrue to the businessman whose vocabulary and style become familiar—in advance—to potential employees. Students who work part time, or students who attend evening classes working in offices during the day may be invited to bring in dictation. The point is stressed, of course, that the material should be cleared with their employers. It also is suggested that the student explain that the purpose of the request is to enable them to perform better day in and day out. Local businessmen's service clubs are another source of material. In one community of which I know, each member of the school board was a businessman; the teacher asked them for material, got bushels of it —and a raise.

Once the teacher has a collection of local dictation material he is confronted with the problem of how best to prepare it for class use. Degree of difficulty is one consideration; and you will wish to dictate the new material at controlled rates of course, just as though it were from the textbook. Accordingly, you will wish to check off the words in units of 20 standard words, or 28 syllables, using the markings familiar in textbooks. When the material is marked off in this way, it is possible to use it for speed building just as you do any other counted material—dictating the same letter at several levels of speed after a preview of the new words, spelling, grammar, and punctuation.

In classifying the letters it appears to be better to classify them by type of message rather than type of business—inquiry letters, letters of complaint, collection letters, letters of remittance, letters of recommendation, application letters, purchasing and order letters, sales letters, etc. This has several advantages. It makes possible greater motivation, since one day's dictation in class can comprise a cross-section of many types of business. It simplifies the vocabulary and preview problem, since the vocabulary of groups of letters will be quite similar and fewer new words will be introduced. It reduces the difficulty of the matter, since not every letter introduces a whole new area of thought or vocabulary.

The use of local dictation material brings many benefits and satisfactions to teacher and students. There is even stimulation in obtaining the material. The writer has noted the willingness of businessmen to be a part of the training process—they are proud to be asked for help. ●

Hints from Experience

Directing the Class Play

BLANFORD JENNINGS

In School and Community

NOT many school administrators have so pat a solution for the question of how to find a play director as has the one in Michigan who simply rotates the job among his staff, so that each teacher directs a play about once in ten years. That is a sure-fire formula for insuring a terrible job of directing. But, since few schools can afford a fully-trained director with a degree in dramatic arts, the chances are that you have been given the task of preparing a play to be presented in your school, without much regard to your experience or training for that task.

At any rate, you're confronted with one of the most highly specialized jobs that exist in school or community. It will hardly be possible here even to summarize the information that could well be the subject of an intensive workshop lasting weeks; but at least some of the problems can be named, and a hint or two supplied as to the direction in which solutions may be found.

Here, then, are the biggest questions with which you will be confronted, in approximately the order in which they will arise:

How will I go about selecting a play? Of course, the first consideration must be your resources in equipment and personnel. You obviously cannot do a play in four settings on a stage where it's impossible to shift scenery, and the chances are that you'll want a play with more girls than boys. Second, you need to think of the play's suitability as a school production. Don't make the mistake of supposing that if a play is mature, it's over the heads of your actors or audience. You'll never find better plays than *Our Town* or *Berkeley Square*—and they weren't written for juveniles! Last, most good plays are subject to royalty payment, and generally speaking, their worth is more or less proportional to the royalty charged. Plays on which the royalty is zero are usually worth just about that. The chief criterion: Is this worth spending six or seven weeks on?

Blanford Jennings, teacher at the Clayton, Missouri, High School, is National Director of the National Thespian Society. Reported from School and Community, *XXXVII (October, 1951), 336–37.*

What do I need to do before casting the play? The big mistake often made by inexperienced directors is that they don't do anything at this point. But before you cast, you need to know the play thoroughly. You should have blocked out the principal movements of

your actors; you should have made lists of "props," lights, and sound effects; and you should, of course, have decided about how your set is going to be arranged and furnished.

How can I most effectively cast the play? It is to be hoped that try-outs will be open to all eligible pupils and that each one will be given an opportunity to read. This writer believes that it is best to let each one read from material of his own choice rather than from the book of the play: ability to read glibly from unfamiliar material is no guarantee of acting ability; and conversely, a halting reading of a play the youngster has never seen doesn't mean that he may not do a beautiful job when he has familiarized himself with the text. What you want to learn from try-outs is not how well the candidate may, without preparation, interpret a given part, but how appropriate his voice and appearance are to the part. Other things being equal, of course, reliability and intelligence are the best qualifications.

What help do I need besides the cast? A series of committees, or "crews," headed by responsible and energetic pupils, will do much to spare the director a nervous breakdown. You need crews for the following functions: stage—for erecting and shifting scenery; properties—for supplying everything used except scenery; lights and sound effects; paint—if you have sets that can be painted anew for each show, as you should; make-up; costume—where the play requires other than modern costume; sales—for box-office work; publicity; and ushers. Appoint them immediately after casting, call a meeting of crew heads, tell each head what he's responsible for, and let them get to work with a clear understanding of the deadlines involved.

How about rehearsals? Whole books have been written on this subject. Two big rules: (1) Know beforehand exactly what you expect to achieve during each rehearsal; this will give the cast confidence in your direction. (2) Publish, before rehearsals begin, a detailed schedule, and make it clearly understood by each member of the cast just which rehearsals he must attend. In this writer's practice, for a three-act play about 25 rehearsals of about two hours each are scheduled, arranged so that each act is rehearsed about 12 times, including the last few rehearsals when the whole show is run through each time.

What about the business end? Conditions vary so much from school to school that nearly nothing can be said here that would be applicable everywhere. Just one thing is universally true: if the only, or primary, purpose of putting on the play is to raise money, then the project is not defensible educationally. The dramatics program should pay its own way; it should not be required to do more. To the extent that it *is* required to do more, it is a compromise between education and commercialism, with education on the losing end. •

"Equalization" Needed

Revenue Procurement in Catholic Schools

REV. MR. JOSEPH L. BERNARDIN

In The Catholic Educational Review

THE present upsurge in the number of Catholic schools has attracted the attention of many American educators, both Catholic and non-Catholic. Raising the necessary funds for their construction is undoubtedly a serious problem; and no less serious is the problem of procuring the revenue needed for their continued maintenance and operation. This writer has made a study not of sources for capital outlay, but to find out just how Catholic schools procure revenue for current expenses and has some suggestions, in the light of the data obtained, for improvement of revenue procurement procedures in these schools.

The data gathered were from a sample of Catholic schools, including parish elementary schools, parish secondary schools, and diocesan secondary schools.

Data were gathered by means of three questionnaires: one for parish elementary and secondary schools, one for the diocesan high schools, and the third for superintendents in the archdioceses. Six hundred and twenty-three questionnaires were sent, and 339 were answered and returned. Some of these had to be eliminated from the study, but this report is based on the fairly complete responses to the questionnaires from 214 elementary schools, 58 parish secondary schools, 21 diocesan secondary schools, and 12 superintendents.

Rev. Mr. Joseph L. Bernardin, a seminarian from the Diocese of Charleston, South Carolina, is a student at the Catholic University of America, Washington, D.C. Reported from The Catholic Educational Review, *XLIX (October, 1951), 514–23.*

General parish funds were found to be the exclusive source of revenue in 38.25 percent of the elementary schools responding. Special school collections were used exclusively in less than 1 percent of the schools. Tuition was an exclusive source of revenue in 15.85 percent of the schools. No school reported using the sources suggested by the category "other sources" exclusively. Some combination of the four categories of sources, however, was used in 45.35 percent of the schools. Revenue per pupil in the 93 schools reporting ranged from $9.00 to $104.77 with a median of $19.69.

General parish funds were not used so frequently as an exclusive source of revenue for parish secondary schools as they were for the elementary schools (20.38). On the other hand, there was proportionately greater use of tuition exclusively (29.62) at the parish sec-

ondary-school level than at the elementary-school level. Fifty percent of these schools used combinations of sources. Per-pupil revenue ranged from $16.80 to $107.00 with a median of $32.50.

Of the 21 responses from the principals of the diocesan secondary schools studied, only four schools reported the use of one source of revenue exclusively. In two schools, the principal collected tuition in the school directly from the pupils or their parents. The other exclusive practice, which was reported again by two schools, was the payment of tuition out of general parish funds by the pastor of the pupil to a central diocesan finance office. The other 15 schools used various combinations of sources. Nineteen of the 22 diocesan secondary-school principals responding furnished data on the annual revenue per pupil. This ranged from $35 to $170, with a median of $71, an upper quartile of $79.05, and a lower quartile of $48.90.

The questionnaire sent to the 23 archdiocesan superintendents was nothing more than a combination of the questionnaires sent to the principals. The 12 usable responses confirmed those of the principals.

In spite of their limitations, the data presented indicates that parish and diocesan schools are far from being free, as the spirit of ecclesiastical legislation would have them. This is not intended as criticism; everyone knows the tremendous educational burden that the Church is carrying in this country. And, though tuition from individual pupils is still a major factor in financing Catholic schools, one may be sure that the picture presented in this report is much brighter than the one a similar survey made 25 years ago would have depicted.

All the questionnaires had asked principals to express a preference with regard to sources of school revenue. The preference of so many for more extensive use of parish and diocesan funds as sources of current revenue for schools is foresight in the right direction. State school authorities have long since seen the need in our economy for broader tax bases for public-school support. Some modification of the "equalization" principle employed in state support of local public schools might be satisfactorily adapted in diocesan school systems. An aid program based on this principle would be in accord with the spirit of ecclesiastical legislation for the support of schools. That parishes differ in ability to support their schools is undeniable. Often parishes with lower incomes have the greater number of pupils to educate. By means of a diocesan equalization program, funds could be raised on a diocesan basis and distributed to those parishes which are unable of their own means to adequately support their schools. Something along this line is being done at the secondary-school level in dioceses where support of diocesan secondary schools is prorated among the parishes according to their respective incomes. •

The Public and the Facts

The School Survey and Its Social Implications

WALTER D. COCKING

In Educational Research Bulletin

THE roots of the school-survey movement are buried deep in the history of American education. As systems of education developed, the questions, What do we have? What do we need? What should we do? had to be answered. In many cases, no doubt, groups of citizens gathered together to look, to examine, and to chart courses of action. In a sense, the school-survey movement began when people became concerned about educational problems.

There is no way to estimate the number of surveys that have been made during the past four decades. Survey methods have been applied to problems ranging from the way spelling is taught in a local school to nation-wide studies of secondary education, school finance, school buildings, and so on.

Surveys have been sponsored by local boards of education, civic clubs, citizens' committees, chambers of commerce, the United States Office of Education, regional accrediting associations, national professional organizations, state legislatures, state departments of education, and private foundations. It almost seems that American education has adopted the slogan, "When in doubt, survey."

Out of the past 40 years of surveying, about three patterns or procedures seem to have emerged. First is the work of the visiting expert. The case is examined, a diagnosis is made, and a remedy is prescribed. Second is the selfsurvey in which local people do their own examining, diagnosing, and prescribing. The third pattern is a combination of the first two in which local people call for specialists to aid them in making a study.

Walter D. Cocking is Chairman of the Board of Editors, The School Executive. *Reported from the* Educational Research Bulletin, *XXX (October 9, 1951), 169–78, 196.*

The direction and scope of the survey movement have also been subject to the process of evolution. The trend in direction seems to be from a negative to a positive emphasis. That is, the search for malpractices has, to an extent, given way to search for and encouragement of desirable practices. More emphasis is being placed on cultivating good practice in such a manner that malpractice is crowded out. In scope, surveys have evolved from attempts to study schools as if they were oases in a barren land to a more complete study of schools in relation to their total environment.

As we move into the second half of the 20th century, the survey has grown from a lusty infant into a

mature ever-developing adult. Many changes have taken place during its growth, as was to be expected. Much has been learned from experience. The needs and conditions of the times have also influenced the nature and character of the survey movement.

At long last, the rightful place of the citizen in the survey is being recognized. Schools belong to the people. The survey is a valuable procedure for citizens to use in securing necessary information about their schools and in determining their future course. During the past 15 years, there has been an increasing trend, at both local and state levels, to include committees of lay citizens in planning and carrying on studies which deal with their schools. Plant surveys, curriculum surveys, personnel studies, salary surveys, and studies of business management are types of surveys which increasingly are making use of citizens. It would appear that the practice of including lay citizens in the actual surveying of schools is here to stay. In fact, the movement has developed to the point where explanations are in order regarding any survey which does not include laymen in its planning and operation. As I see it, this movement is constructive and should be encouraged.

The movement toward the increasing use of citizens in survey procedure has brought with it a changing function for the survey specialist or expert. No longer does the outside survey expert tell others what to do and how to do it, administer personally the collection and analysis of information, determine in the sanctity of his own office what should be done, report to the community, and then go on to another place and another survey.

The survey specialist still has an important part to play but it is quite a different part from the one he customarily played in years gone by. Today, more and more, he is asked for his judgment as to how a survey should be made. He explains how a study is set up and conducted. He describes procedures which have brought results. He helps to interpret survey findings. He joins with the survey staff in deliberations over results and recommendations. He is in fact the technical assistant to the community as it endeavors to study its schools. He is the experienced and trained adviser who assists in the enterprise. It can be fairly concluded that this new role of the survey specialist is more important, and yes, more difficult than his earlier one. It is here to stay.

The school administrator, too, finds himself occupying a new role in the survey movement and a new relationship to it. In bygone years, he frequently suggested the need for a survey and recommended some individual or agency to carry it on. Then he sat back in considerable turmoil of spirit to wait for the day when the decision would be rendered and the sentence announced.

Today, the administrator's role is one of leadership. He is concerned

in helping the people of his community appreciate that progress is based on complete understanding of conditions. He does not recommend employing an outside expert to find the facts and provide the answers. His job is on a higher level—to make others want to know, to feel the responsibilities for schools, to help them to find good ways to study their schools, to propose good solutions, and, finally, to coordinate the whole enterprise—here is the task of the administrator with respect to surveys. This role played faithfully and consistently will help to build better schools and better communities.

Formerly, surveys were made at periodic intervals. Usually issues arose which resulted in the suggestion, "Let's have a survey." It is a recognition of the value of the survey process that has led more and more administrators, school boards, and community groups to conclude that it is good business to provide for a continuing study or survey of the entire school system. Although it may be called by other names—sometimes evaluation, sometimes inventory—the fundamental purpose remains the same: to study conditions so as to propose improvement. Scores of school systems now use this type of process. Others should. It possesses the advantage of concentrating the attention of public and profession continuously on the school as it is, and of seeking constantly to improve it. It is good public relations. It is good business.

Many improvements in the schools during the past 50 years can be traced directly to the survey. Facts presented by surveys have directed attention to various aspects of the school program. Suggestions made by the surveys have resulted in getting improvements made. Problems and issues which have been identified have become the subject of study and research. Research itself has been greatly stimulated. Complacency has been upset. Traditional ways of doings things have given way to new practices based on the findings of research. Additional services have been added.

Immediate results have not always come from surveys. Years have elapsed in many cases before decisions have been reached and action instituted. The fact remains, however, that the survey has been the initial state in charting change and improvement.

The survey has also stimulated long-time planning for schools. It has demonstrated the effects of lack of planning in the past. It has shown that policies and programs need to be geared to objectives set far in advance. It has been a stimulus which in many communities has brought about a planning program.

One of the important results growing out of the survey movement was the increasing recognition on the part of people generally, and the profession in particular, that the organization and operation of schools was big business and a difficult and technical task, which required the highest possible ability and skill if

schools were to be efficient. Boards of education began to seek well-qualified persons as superintendents of schools, and their communities backed them up. As a result, the past 25 years have seen a phenomenal growth in the number of persons preparing to be school administrators.

Not only has the school survey had important effects on the development of schools, it has also had distinctive implications for American life. The survey itself is uniquely American in character. It gives facts and it proposes action. To an extraordinary degree, survey recommendations have been translated into action. Thus the survey, so valuable in improving schools, is more and more being adapted for use in studying all other community agencies.

The school survey has also helped to emphasize the importance of schools to American life. It has done much to create interest in the school on the part of the average citizen. He has been made aware of facts and conditions, he has heard proposals for improvement, he has engaged in discussion with his neighbors on findings and recommendations.

Finally, the survey has helped to improve American life. School organization has been improved, programs enriched and made more realistic, plants expanded and improved, teacher efficiency raised, more money made available, the character and kinds of services increased. Schools have found a deeper place in the life of the community. But that has not been the end of the matter. When one phase of community life engages the attention of people, all other phases come in for increasing attention. People become more community-minded. Thus the total life pattern of communities is reviewed and consideration given to possible future development. This has happened in scores of American communities.

As I see it the survey process will continue as a definite part of the scheme of things. It will be adapted to changing needs and improved as new processes and techniques are discovered. The survey of the future will undoubtedly be an ever-continuing procedure in most school systems. Its goal will be to throw into perspective at all times the aims, scope, and character of the program; the procedures it uses; the results it is securing. The people will know what their schools are doing, will be able to form intelligent judgments about them, will be able to use them to help make better communities. To the extent that the survey can be thus used, it can become an important process in the school program of the future. •

"SIDEWALK Superintendent" cards are being distributed to key citizens in La Mesa-Spring Valley, Cal., by Supt. Glenn E. Murdock. Recipients must make at least one visit to a school yearly to keep in good standing.

Maturation Is Not Enough

Readiness for Subject-Matter Learning

WILLIAM A. BROWNELL

In NEA Journal

ANALOGIES are frequently drawn between the maturing of body parts or anatomical structures and the corresponding processes in psychological development. However, such analogies must not be pushed too far. When one traces the growth of the brain, the arm, or the toes, one is obviously dealing with anatomical structures. Such structures must be provided for through heredity, but they are nonetheless dependent also on favoring conditions in the prenatal and postnatal environment (nourishment, oxygen, and the like). Growth in physical features proceeds "satisfactorily" within a rather wide range of environmental differences, though it is subject to marked distortions when their limits are transcended.

When, on the other hand, one traces development in reading skills, in knowledge of geography, or in arithmetical competence, one is dealing with changes in *behavior*.

This is not to say that one may safely ignore heredity, for differences in heredity make for differences in structure. Nor is it to say that in planning instruction one may disregard the growth status attained in the general structures essential to learning. Any realistic consideration of readiness for instruction in the subject-matter areas of the school curriculum must, of course, include recognition of these factors; but it must also include recognition of the following points.

William A. Brownell is Dean of the School of Education, University of California, Berkeley. *Reported from the* NEA Journal, *XL (October, 1951), 445–46.*

1. There are no known structures which are specialized to the achievement of success in subject-matter learning (the eye functions in reading, but it functions also in many other types of behavior).

2. Progress in the subject-matter areas is, therefore, not produced by the maturing of specialized structures (it does not come as the inevitable result of some kind of "unfolding").

3. Rather, psychological development of the kinds in question occurs as appropriate behavior patterns are organized and reorganized (e.g., the relatively independent movement of fingers, hand, and arm are combined and coordinated into the act of writing).

4. The patterning of behavior just referred to comes about through the learner's own experience as he identifies himself with his culture and as he meets his needs (both those which are primarily selfini-

tiated and those which are engendered by the demands of that culture).

General acceptance of the position outlined in the foregoing statements makes the school a cultural necessity and justifies our search for improvements in the guidance and direction of learning through instruction. On the other hand, occasional failure to accept the last two points along with the first two is responsible for confused thinking and erroneous practices.

Readiness in the case of the school subjects is often regarded as a condition resulting from anatomical maturing. Capacities, or aptitudes, or potentialities for particular types of school learning, according to some, grow and reach fruition in ways consonant with their own schedules. Such personal qualities or characteristics vary from child to child and within the same child, it is said, yet mature with considerable uniformity and without material effect from experience. In this view, it is folly to try to hasten the rate of change; instead one can only wait until the process of maturing has yielded the desired status for learning.

This view may be challenged both on theoretical grounds (it undervalues the third and fourth points in the list above) and on the basis of research. Reading readiness is not now left to chance and to time alone; it is *produced*. Prefaced to the traditional *Reader I* are the primer, the preprimer, and, most recently, the readiness experiences.

Readiness, in a word, is seen to be far from sacrosanct in its development; it is, rather, amenable to stimulation, direction, and control to an extent far greater than is assumed by those who rely on anatomical maturation. The method is that of providing and manipulating graded series of experiences—in brief, it is the method of sound teaching. This short summary of position, devoted as it is to controversial issues, suffers from space limitations.

The critical reader may be disturbed by an apparent overemphasis on the distinction between structure and function in the organization of behavior. The less critical reader may see in this statement no recognition of the role of hereditary factors in the developmental process and may misinterpret the position taken as a plea for an utterly ruthless educational program that forces children to learn when and what they cannot learn. Nothing could be further from the truth.

Be that as it may, the purpose of the article will have been achieved if it serves to center attention on the importance of the learner's experience as a basis of guiding and directing his development in the area of school learning. It is, after all, the learner's *experiences* with which we work in education, and it is here that we find the means to make learning more meaningful and instruction correspondingly more effective. ●

★With Education in Washington★

THE EDUCATION DIGEST WASHINGTON BUREAU

Blow to Federal Aid.—A severe blow to whatever chances aid-to-education legislation might have next year was struck, in the opinion of many observers, when a House of Representatives Committee severely criticised USOE's Vocational Education Division for its administration of the Smith-Hughes and George-Barden programs.

The Committee on Expenditures in Executive Departments found that the vocational-education people were, to use one of the least damning of their expressions, "inefficient." It reached these conclusions:

1. In certain instances a question could be raised as to whether funds were expended in strict accordance with Congressional intent.

2. Procedures used in reviewing the state plans for vocational education are not clear-cut, and legal opinion as to conformity of state plans to the statutes is not affirmatively sought.

3. The division has failed to require that states submit audit reports promptly. State reports are replete with error and the follow-up is slow and inefficient.

4. There is little or no coordination between the fiscal audit and the program audit.

5. Such procedures as do exist are inadequate for effectuating a sound program review.

6. Inadequate compliance work.

7. No applications of sanctions as provided by statute.

8. The efficiency is not commensurate with the number of personnel employed, or the basic salaries received.

While the study covered but one division, Commissioner McGrath was held responsible by the Committee for what it found to criticize in vocational education. It is believed that the Congress, which has already displayed reluctance to authorize the $300,000,000 general-aid program, will be even more reluctant to give disbursement of such a fund to an agency which has been cited as "inefficient," slow, laggard, and so on.

Furthermore the Committee recommended closer supervision of the states, and, by implication, would want the same thing, if, as, and when it approved a federal-aid program. This is something which has caused many members to shy-off. They feel that by necessity a federal-aid program calls for very close supervision, and they do not want that "interference" with the tradition of local control of education.

This report does nothing to counteract this argument.

Federal-Aid Conference.—A conference of national lay and professional organizations has been scheduled by the Division of Legislation and Federal Relations of the NEA at its headquarters in Washington, December 19, for the purpose of considering general federal

aid to education and school construction legislation. It is a follow-up of the National Conference of Federal Aid to Education held in 1950.

Speakers scheduled to appear include Dr. Earl J. McGrath, Commissioner of Education; Robert H. Wyatt, chairman, NEA Legislative Commission; R. L. Hamon, chief, School Housing Section, USOE; and J. L. McCaskill, director, NEA Legislation and Federal Relations Division.

Construction Needs Get a Hearing.—NPA's drastic curtailment of steel, copper, and aluminum for school construction brought down the wrath of Congress which passed a strong resolution calling for increased allocations of these metals for schools and hospitals. So intense was the interest of House members in the issue that approximately half of them requested to appear before the committee or filed statements. Manly Fleischmann, Administrator of the Defense Production Administration, said he considered the Congressional request a "directive" but was unable to promise that he could provide more steel without an opportunity to review all the other programs.

Reconsideration.—Defense Production Administration officials, carrying out a "directive" from Congress are reconsidering allotments of steel, copper, and aluminum to see if greater quantities may not be diverted to school construction.

Whether the reconsideration provides additional steel for vital school construction is extremely doubtful. Manly Fleischmann, Administrator, DPA, has indicated he doesn't know where he can get the steel.

"I can't take away from other programs," he says.

Fleischmann also feels that the present difficulties of school officials vis-a-vis elementary and secondary schools might have been avoided if the Federal Security Agency and U. S. Office of Education had followed his advice of last August and curtailed allocations to colleges and libraries. With GI enrolments dropping off, he said, college and university needs are declining, while secondary and elementary schools are just beginning to feel the effects of the war and postwar booming baby crops.

In making allotments to claiming agencies, Fleischmann said, needs of the military are considered first. Next in order are the needs for industrial expansion, but these must be certified as necessary for the defense effort. This, he said, is an important priority since it means, in the long run, more steel, more aluminum, and to a much lesser extent, more copper for all needs, including school construction.

Military needs are thoroughly screened by DPA and the Munitions Board. The present screening process, he claims, is superior to the screenings for World War II.

In the closing days of the First Session, Eighty-second Congress,

both House and Senate adopted resolutions requesting reexamination in order to provide more materials for school construction.

According to Fleischmann the need for structural and bar steel is such that for every ton produced, there is demand for two tons. The anticipated demand for copper during the first quarter of 1952 is 175 percent of the supply.

"We have had to use whatever wisdom and judgment we could summon to divide as best we could this wholly inadequate supply among these competing demands," Fleischmann said.

Contrary to popular opinion, curtailment of steel allotments for automobile manufacture would not make more steel available for school construction. It is a different type of steel, and more structural and bar steel will not be available until more production facilities are available.

Here is the way Fleischmann says the school needs are to be met for the First Quarter:

About 1,400 elementary- and secondary-school construction projects will be underway in various stages of completion. These projects require 61,000 tons of carbon steel to meet their schedules. That requirement will be met. An additional 21,000 tons will be allotted for new starts.

Another 14,000 tons of steel is being set aside for buildings for colleges, libraries, and museums. This is exactly half the need for about 600 structures. This can either be allotted for half the number, at full schedule, or all of them at reduced schedule.

FSA will make the allotments.

Fleischmann sees no easing of the picture until the latter part of 1952, when he predicts the end of the steel and aluminum shortage. The copper picture is not so bright.

Meanwhile he urges further use of reinforced concrete structures, decreasing the demand for structural and bar steel.

Defense.—Despite a rebuff earlier this fall, the U. S. Office of Education again is expected to ask Congress for money to set up a defense-training program.

Surveys of available engineers and enrolments of engineering students, according to Henry H. Armsby, Associate Chief for Engineering Education, USOE, indicates such training is needed. He has indicated that USOE will not ease up in its efforts to set up a National Defense College Training program, designed to be similar in many respects to the Engineering, Science, and Management War Training Program of World War II. It would be more directly pinpointed to defense training through certification of training needs by the U.S. Department of Labor.

If authorized, the program will be limited to short-term courses designed to meet specific training needs certified by Labor as being essential to defense industries. •

• Educational News •

Changes in Superintendents:

El Paso, Tex.: **A. H. Hughey** has retired. **Mortimer Brown**, deputy superintendent, has assumed management of educational and business phases of the operation of the school system.

Columbia, S. C.: **A. C. Flora** has retired.

Plainfield, Conn.: **Leonard G. Palopoli**, high-school principal, has been raised to the superintendency.

Teacher-Training Institutions:

University of Denver, Colo.: **Roy Minnis** of the State University of Iowa has been named assistant professor of adult education.

University of Maryland, College Park: **Richard H. Byrne** has been appointed associate professor of education. **Ira J. Gordon** has been named assistant professor of education.

University of North Carolina, Chapel Hill: **Wilmer M. Jenkins**, superintendent, Durham County Schools, has joined the faculty of the school of education.

Syracuse, N. Y., University: **Laura Allen Preston**, formerly of Vassar College, is director of the new Nursery School of the College of Home Economics and the School of Education.

Ohio State University, Columbus: **Lewis E. Harris**, formerly of New York University, has been appointed to the staff of the School-Community Development Study.

Northern Illinois State Teachers College, De Kalb: **Francis R. Geigle**, Montclair, N.J., banker, has been named head of the business education department. **George W. Marquis** of Los Angeles, Calif., has succeeded **A. Neil Annas**, retired, as head of the music department.

New Jersey State Teachers College, Montclair: **Clyde M. Huber** of Wilson Teachers College, Washington, D.C., has been named dean of instruction.

San Francisco, Calif., State College: **Hilda Taba** has been named professor of education and **Paul R. Wendt**, associate professor of education.

State Teachers College, Peru, Neb.: **Harold Boraas** of St. Olaf College, Northfield, Minn., has been appointed professor of education.

College Presidents:

New York University, New York City: **Henry T. Heald**, president of Illinois Institute of Technology, Chicago, has been appointed chancellor, succeeding **Harry Woodburn Chase** who retired.

College of William and Mary, Williamsburg, Va.: **Admiral Alvin D. Chandler** of the U. S. Navy has succeeded **John E. Pomfret** who has been appointed director of the Henry E. Huntington Library and Art Gallery, San Marino, Calif.

College of the Ozarks, Clarksville, Ark.: **Fred A. Walker** has resigned. **Herbert E. Buchanan** is acting president.

Salem College, West Va.: **E. Duane Hurley** is the new president succeeding **S. O. Bond**, retired.

Northern Montana College, Havre: **L. O. Brackmer** is the new president. He was formerly professor of education and psychology at Montana State College.

Other Changes and Appointments:

John H. Swenson, principal of the Gunnison County, Colo., High School, has been named to the newly created post of executive director of the Colorado Association of School Boards, Denver.

G. Howard Goold has been named executive secretary of the New York State Teachers Association, Albany, N.Y., succeeding **Arvie Eldred** who has retired.

Max Berger of the Ellensburg, Wash., schools has been named supervisor of elementary education in the Washington State Department of Public Instruction.

New members of the Educational Policies Commission of the NEA and AASA are **Ralph Bunche**, director of trusteeship, United Nations; **O. C. Aderhold**,

president, University of Georgia; **Margaret Schowengerdt**, English teacher, Webster Groves, Mo., High School; and **Ralph W. McDonald**, president, Bowling Green, Ohio, State University.

Marc A. Neville of Saint Louis, Mo., is the new headmaster of Chicago Latin School.

New president of the Department of Higher Education of the NEA is **Earl W. Anderson** of Ohio State University.

Philip H. Coombs, formerly of Amherst College and now executive director of the President's Materials Policy Commission, Washington, D.C., has been named director of research of the Fund for the Advancement of Education, New York City.

Robert E. Lucas has been named supervisor for elementary education, Ohio State Department of Education, Columbus.

John Dale Russell, assistant commissioner for higher education, U. S. Office of Education, Washington, D. C., has accepted a position as chief executive officer of the Board of Educational Finance for New Mexico.

Florence Horsbrugh has been appointed minister of education in the British cabinet by Prime Minister Churchill.

John P. Steiner has been appointed executive secretary of the New Mexico Education Association, Santa Fe, succeeding **R. J. Mullins** who has become associate secretary for research. Mr. Steiner was formerly chief of education and cultural relations in the U. S. occupation zone of Wuerttemberg-Baden, Germany.

Two new members of the Iowa State Department of Public Instruction staff, Des Moines, are **Gerald W. Boicourt** who has been named supervisor of plant facilities and **William Slaichert** who is supervisor of research in the Division of Administration and Finance.

Robert H. Reid, special assistant to the NEA International Relations Committee, will be the first accredited observer for teachers at UN headquarters in New York where he will serve as the permanent officer for the recently established UN Education Service.

Willard E. Goslin of George Peabody College will receive the American Education award for 1952 of the Associated Exhibitors of the NEA at one or more of the AASA regional conventions.

RECENT DEATHS:

Oscar F. Weber, professor emeritus of education, University of Illinois.

Joseph E. Rosier, 81, former president of Fairmont, West Va., State College and president of the NEA in 1932-33.

C. C. Jacobson, executive secretary, South Dakota Education Association.

World Teachers' Group

MAJOR national teachers organizations outside the Iron Curtain will inaugurate a new international organization in 1952 to be known as the World Confederation of Organizations of the Teaching Profession. The draft constitution of the new confederation was approved by the delegate assembly of the World Organization of the Teaching Profession (WOTP), the International Federation of Elementary and Secondary Teachers in Europe (IFTE), and the Federation Internationale des Professeurs de l'Enseignement Secondaire Officiel (FIPESO) earlier this year. The inaugural meeting is expected to be scheduled in a city in western Europe in July 1952.

Office Opened

THE National Citizens Commission for the Public Schools has opened a fourth regional office in Denver, Colorado, according to Henry Toy, Jr., executive director. The new office will be under the administration of Leeds Lacy and will serve Mon-

tana, Wyoming, Colorado, Arizona, Utah, and New Mexico. Information and help will be available from this office to community groups on how other groups have worked on school problems.

Science Teachers to Meet

SCIENCE teachers from throughout the nation will convene in Philadelphia December 27–30 for the fourth joint meeting of the science teaching societies affiliated with the American Association for the Advancement of Science. Joint meetings of the National Science Teachers Association, the American Nature Study Society, and the National Association of Biology Teachers will be held in the morning with parallel sessions of the societies in the afternoon. Field trips, demonstrations, and talks will highlight the sessions.

Athletic Policy Examined

CONCERNED about the recent scandals in intercollegiate athletics, the American Council on Education has appointed a Special Committee on Athletic Policy to study the problem and recommend remedial measures, according to Arthur S. Adams, president of the Council.

The Council decided to take action in this field, Dr. Adams said, because recent occurrences associated with intercollegiate athletics indicate ethical lapses that threaten the integrity of institutions of higher education. He revealed that the resolution of the Council's Executive Committee, in accordance with which the special committee has been established, contained the following general statements: that colleges and universities share in the responsibility for educating young Americans for effective citizenship; that effective citizenship must include high ethical standards with respect both to principles and practices; that the ethical standards of students are determined in no small degree by the moral atmosphere of the institutions they attend; and that the responsibility for the integrity of higher education, including athletics, is a major concern of the presidents of the colleges and universities.

Under the chairmanship of President John A. Hannah of Michigan State College, the Special Committee on Athletic Policy is inviting representatives of interested groups such as the National Collegiate Athletic Association to assist in the investigation.

Adult Education Association

THE newly formed Adult Education Association of the U.S.A. has established offices in Chicago, Washington, and Cleveland. Formed by members of the former Department of Adult Education of the NEA and the former American Association for Adult Education, the new association will conduct research and training programs, raise standards and provide exchange of information. Malcolm S. Knowles is the association's administrative officer while Herbert C. Hunsaker of Western Reserve University is in

charge of the Cleveland office at 167 Public Square, and Robert A. Luke will coordinate field services from the Washington office at 1201 Sixteenth St., NW. The first national conference of the AEA was held in Los Angeles October 22–25.

Teacher Examinations

THE National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, February 16. At the one-day testing session a candidate may take the common examinations, which include tests in professional information, general culture, English expression, and nonverbal reasoning; and one or two of nine optional examinations, designed to demonstrate mastery of subject matter to be taught.

Application forms and information may be secured from college officials, school superintendents, or directly from the National Teacher Examinations, Educational Testing Service, P.O. Box 592, Princeton, N.J. Applications must be received before January 18.

Mission to Israeli

A FOUR-MEMBER mission of American educators is now in Israel on the invitation of the Israeli government to advise on problems of education of exceptional and handicapped children, vocational education, university education, and school administration.

Members of the mission are Earl J. McGrath, U. S. Commissioner of Education; A. B. Bonds, Jr., Arkansas State Commissioner of Education; George Zuckerman, Assistant Superintendent of Schools, New York City; and James R. Coxen, Vocational Division, U. S. Office of Education.

New CPEA Developments

THE Cooperative Program in Educational Administration, supported by grants from the W. K. Kellogg Foundation, has designated two more universities as service centers. The University of Oregon has been granted a quarter of a million dollars to establish a program in the Northwest to aid in the improvement of the training of school administrators while $260,000 has been given to Stanford University for a similar program in the Southwest. Grants have already been announced for Harvard, Columbia Teachers College, University of Chicago, George Peabody College for Teachers, University of Texas, and Ohio State University.

The national project was instituted by the American Association of School Administrators. The universities serve as custodians for the funds which are supplemented by the institutions and other sources. Work will be done by colleges and universities, state departments of education, school superintendents, community and civic groups, and others in an effort to raise standards in the preparation and in-service training of school administrators.

The Middle Atlantic Region has

proposed a plan to the Development Committee of the American Association of School Administrators for the establishment of a national commission on professional education and standards for school administrators. The group would set up minimum standards of certification as there is a wide variation among states at present and in educational programs for school administrators offered by collegiate institutions. The commission would help to insure that each school superintendent and principal had the minimum basic preparation necessary for the type of administrative job involved.

DATES OF THE MONTH:

Dec. 27-29, Annual Winter Meeting, National Science Teachers Association, NEA, Philadelphia.

Dec. 27-29, Twelfth Christmas Meeting, National Council of Teachers of Mathematics, NEA, Stillwater, Okla.

DATES OF THE COMING MONTHS:

Jan. 27-31, National Unesco Conference, Hunter College, New York City.

Jan. 28-Feb. 1, Ninth Annual Reading Institute, Temple University, Philadelphia, Pa.

Feb. 9-14, Association for Supervision and Curriculum Development, Boston.

Feb. 16-20, National Association of Secondary-School Principals, Cincinnati.

Feb. 21-23, American Association of Colleges for Teacher Education, Chicago.

Feb. 21-23, United Business Education Association Divisions, NEA, Chicago.

Feb. 22-23, National School Boards Association, St. Louis.

Feb. 22-25, NEA Department of Rural Education, St. Louis.

Feb. 23-27, Regional Convention, American Association of School Administrators, St. Louis.

March 8-12, Regional Convention, American Association of School Administrators, Los Angeles.

March 21-26, Music Educators National Conference, Philadelphia.

March 21-April 3, National Association of Deans of Women, Los Angeles.

April 5-9, Regional Convention, American Association of School Administrators, Boston.

April 6-10, American Association for Health, Physical Education, and Recreation, Los Angeles.

April 16-19, National Conference on Higher Education, NEA, Chicago.

April 16-19, National Council of Teachers of Mathematics, Des Moines.

April 30-May 3, International Council for Exceptional Children, Omaha.

April 30-May 3, American Industrial Arts Association, Chicago.

June 30, NEA Department of Elementary-School Principals, Detroit.

June 30, NEA Department of Classroom Teachers, Detroit.

June 30-July 5, National Education Association, Detroit.

New Educational Materials

The Public School Scandal. Earl Conrad. New York: The John Day Co., Inc., 1951. 270 pp. $3.50.

A rather sensationalized and biased account by an experienced newspaperman of the shortcomings of our present public educational system which are well-known to forward-looking educators. The general tone is constructive, however, and his proposals for action (more money, federal aid, smaller classes, child-centered instruction, etc.) would not vary greatly from those of competent students of the problem.

Creative Leadership of Adult Education. Paul L. Essert. New York: Prentice-Hall, Inc., 1951. 333 pp. $3.75.

This book has been written as a practical aid to leaders and educators in adult education. It is intended to help them develop community programs not only to meet the usual demand by adults for selfimprovement, but also to attack environmental problems which may be hindering the general welfare or optimum development of individuals in their community.

The Education of the Mexican Nation. George F. Kneller. New York: Columbia University Press, 1951. 258 pp. $3.50.

The author reviews the history and present status of education south of the border in its cultural, economic, religious, and geographic setting. The difficult but slowly progressing program of improving national health and raising standards of literacy of an essentially Indian people while trying to revise traditional scholastic education to meet their needs is described. Prof. Kneller detects a strong desire of the people to provide a modern and efficient though typically Mexican education for themselves.

Creative Education in the Humanities. Arnold D. Graeffe. New York: Harper & Bros., 1951. 210 pp. $3.00.

Support is given in this book to the growing tendency in colleges and universities to offer comprehensive courses in which literature, the fine arts, and music are combined in a humanities program. Following a philosophic justification of this approach, the author gives ways and means for carrying it out and cites examples of this type of program in various higher institutions.

Art in the Schoolroom. Manfred L. Keiler. Lincoln: University of Nebraska Press, 1951. 223 pp. $4.00.

Designed for elementary-school teachers who are not thoroughly trained in art, this book offers a unique series of art assignments with a guide for interpreting the work of the pupil in terms of adjustment to school and home. The program is considered from a personality development standpoint, rather than featuring art production. Specific suggestions are given for suitable materials and for presentation of the assignments.

Health Observation of School Children. George M. Wheatley, M.D., and Grace T. Hallock. New York: McGraw-Hill Book Co., 1951. 508 pp. $4.75.

Subtitled "A Guide for Helping Teachers and Others to Observe and Understand the School Child in Health and Illness," this volume is designed to help the classroom teacher recognize the signs and symptoms of ill health in children and the various disorders and physical defects that are most prevalent. Selftests at the end of each chapter plus a listing of visual aids and numerous illustrations make the volume most helpful.

William Heard Kilpatrick: Trail Blazer in Education. Samuel Tenenbaum. New York: Harper & Bros., 1951. 332 pp. $4.00.

This absorbing biography of one of the educational giants of the first half of the twentieth century depicts the growth of the man and of his philosophy of education which has made its permanent imprint on teaching everywhere. As a portrait of a Columbia Teachers College worthy of the last generation it is a moving story, well written and full of the personality and philosophy of the subject.

Teaching Language in the Grades. Mildred A. Dawson. Yonkers, N. Y.: World Book Co., 1951. 350 pp. $3.80.

Objectives and methods are covered in this book for lessons in literature appreciation, oral communication, vocabulary building, written expression, grammar and usage, and listening. Intended for teachers and those in training to be teachers, the book includes numerous teaching aids.

Other Materials Received:

Elementary Education

Slidex—Visual Arithmetic Chart. Slidex Co., Hospital Trust Bldg., Providence, R. I. Green and white chart on which are printed 100 contrasting red and black balls which are covered or exposed by 10 easy-moving slides. Makes pictures by child manipulation of all number combinations in addition, subtraction, and division to 10 and multiples to 100.

Elementary-School Libraries Today. 30th Yearbook of the Dept. of Elementary-School Principals, 1201 Sixteenth St. NW, Washington 6, D. C. $3.00.

Numbers in Action. Hartung, Van Engen, and Mahoney. Chicago: Scott, Foresman and Co., 1951. $1.96. Teacher's Edition of the second-grade arithmetic in the Curriculum Foundation Series.

Secondary Education

Selected Readings on Atomic Energy (15c). 27 Questions and Answers About Radiation and Radiation Protection (15c). The Atom (20c). The first two are publications of the Atomic Energy Commission, Washington, D. C., and the last is a reprint from *Business Week,* 330 W. 42nd St., New York, N. Y. The first two are available from the Supt. of Documents, Washington 25, D. C.

Mental Abilities of Children. Emotional Problems of Growing Up. You and Unions. Your Heredity. 228 S. Wabash Ave., Chicago 4, Ill.: Science Research Associates. Life Adjustment Booklets. 40c each, discounts on quantities.

Opportunities in Televisions. Opportunities in Photography. Opportunities in Music. New York: Grosset & Dunlap. Vocational Guidance Manuals. $1 each.

French for the Modern World. Books One and Two. Mathurin Dondo and Morris Brenman. (Also Laura B. Johnson for Book Two.) New York: Harcourt, Brace & Co., 1951. Book One, $2.28. Book Two, $2.60. These books depart from the traditional rules and drill, and aim to humanize French by showing its contributions to world society.

College

Using Your Mind Effectively. James L. Mursell. New York: McGraw-Hill Book Co., 1951. 264 pp. $3. A comprehensive review of the problems of effective study, together with a plan of action for the student.

Improving Graduate Education. A Guide to Institutional Self-Evaluation. Board of Control for Southern Regional Education, 830 W. Peachtree St., N. W., Atlanta, Ga., 1951. 117 pp. $1.25. (Paper-bound.)

Current English Composition. Robert J. Geist and Richard Summers. New York: Rinehart & Co., 1951. 582 pp. $2.50. A new text for freshman composition.

The Communication of Ideas. Curtis Bradford and Hazel Moritz. Boston: D. C. Heath & Co., 1951. 400 pp. $3.

SCHOOL FLAGS

MADE TO ORDER

Beautiful school flags in your school colors, with monograms, insignia, etc., made to your order at direct-factory prices. All standard sizes. Also, marching band flags, class flags . . . and all sizes, types of U. S. flags for schools. Write for our attractive school flag price list today.

★

SCHOOL TIES

In your school colors, with insignia . . . for athletic awards, for sale to pupils, etc. Beautiful satin ties of finest quality. Write for prices

REGALIA MFG. CO.
Dept. 112, Rock Island, Ill.

A new text aiming at an integrated study of writing for freshmen.

Trustees, Teachers, Students: Their Role in Higher Education. Ordway Tead. University of Utah Press, Salt Lake City, 1951. 120 pp. $2. Emphasizes the value of close, democratic relationships.

General

Soil Conservation and Land Use: An Activities Outline for Teachers. Lansing, Mich.: Education Division, Mich. Department of Conservation, 1951. Kindergarten through high-school level suggestions.

Interpersonal Perceptions of Teachers, Students and Parents. David H. Jenkins and Ronald Lippitt. 1201 Sixteenth St., N.W., Washington 6, D. C.: Adult Education Service, NEA, 1951. 119 pp. $1.25. First in the new AES research, training, and action series, this booklet reports on encouraging results obtained in a community by teachers, students, and parents in improving their working relationships.

American Education Through the Soviet Looking Glass. George S. Counts. New York: Teachers College, Columbia University, 1951. $.50. A revealing analysis of an article by N. K. Goncharov, one of Russia's leading educators, entitled, "The School and Pedagogy in the USA in the Service of Reaction."

Audio-Visuals

Are You Ready for Service? Film Series. Four additional films (1 reel each, black and white) are now ready in this series: *Starting Now, Getting Ready Physically, Getting Ready Emotionally,* and *Getting Ready Morally.* Produced by Coronet Films, Chicago 1, Ill.

Making Field Trips Effective is a filmstrip with instructor's guide produced by the Audio-Visual Materials Consultation Bureau, Wayne University, Detroit 1, Mich.

Blacklight Fluorescent Chalk is a new product which is particularly effective for dramatizing blackboard presentations when used with an ultra-violet light fixture. Also useful in rooms where light levels are low. Available from Norco Products Mfg. Co., 392 Bleecker St., New York 14, N. Y.

McKnight Publications

Practical Parliamentary Procedure

BY ROSE MARIE CRUZAN. This new book on rules of order covers every phase of parliamentary law. Easily read and easily understood. Gives terms, necessary steps to obtain action, tells how to obtain the floor, gives pointers for members and officers, rules for motions, amendments, nominations and elections. Accurate in all respects.

The organization and presentation of this book are based upon actual teaching experience. Cloth bound. 204 pages containing complete index and tables. $2.50. Write today for approval copy. Clip this ad.

McKNIGHT McKNIGHT
PUBLISHING COMPANY

Dept. 11-A MARKET & CENTER STS., BLOOMINGTON, ILLINOIS

Let Us Solve Your Gift Problems!

A subscription to THE EDUCATION DIGEST will remind your professional friends each month during the year of your thoughtfulness. The first subscription is billed at the regular rate of $4, but all additional subscriptions cost only $3 each.

THE EDUCATION DIGEST, 330 S. State St., Ann Arbor, Mich.: Enclosed please find $..... Send THE EDUCATION DIGEST for one year to:

Name .....

Street and No. .....

City and State .....

Send Gift Card .....

Donor's Name .....

Address .....

NOW READY FOR GRADE 1

LANGUAGE ARTS PROGRAM:

CURRICULUM FOUNDATION SERIES

THE NEW BASIC READERS:

Offering new help at pre-reading level,
new stimulation and training for
thoughtful reading and remembering,
new aids for slow-learning and immature
children, and a
new program in literature, especially poetry.

THE BASIC LANGUAGE PROGRAM:

We Talk, Spell, and Write, Books 1^1 and 1^2
Correlating instruction in talking, spelling,
and writing with The New Basic Reading Program,
making available for the first time
a completely integrated Language Arts Program.

Send for No. 190, a 32-page full-color booklet on the First-Grade LANGUAGE ARTS PROGRAM: CURRICULUM FOUNDATION SERIES

SCOTT, FORESMAN AND COMPANY

Chicago 11 Atlanta 3 Dallas 1
Pasadena 2 San Francisco 5 New York 10